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## ABSTRACT

The curriculum guide opens with brief introductions on the use of the guide and on the nature of the 17 occupations considered and possible places of employment in each job category. The remainder of the guide consists of unit plans for the occupations: art and craft aide, bridal consultant, child care aide, clothing assistant, companion to elderly, consumer aide, dietetic aide, fabric coordinator, fashion coordinator, floral designer, food caterer aide, food service employee, home furnishings aide, housekeeping management assistant, physical fitness assistant, tester of foods, and tester of textiles. The unit plans consist of job analysis interview forms, and various learning activities which specify objectives, tasks, work experiences, and study assignments. (JEP)

(JR)

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GUIDEBOOK  
FOR  
HOME ECONOMICS COOPERATIVE EDUCATION  
OCCUPATIONAL AREAS

Materials Developed and Distributed by

Home Economics Instructional Materials Center  
Texas Tech University  
Box 4067  
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Directed by

Texas Tech University  
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## DESCRIPTION OF HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between the Division of Homemaking Education, Texas Education Agency and the School of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The purpose of the Center is to develop a variety of instructional materials for use in vocational home economics programs.

An initial Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability of students. This project provided a background of information for the establishment of the Home Economics Instructional Materials Center.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop a variety of instructional materials designed for use by students enrolled in home economics cooperative education programs and in pre-employment laboratory education programs in preparation for employment in occupations requiring home economics knowledge and skills and (2) to develop such other instructional materials as are needed to meet the changing emphases in other home economics programs.

Acknowledgement is given to the following persons:

Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center and continues to determine ways in which the Center can meet the needs of homemaking education in Texas.

Dr. Camille G. Bell, Chairman, Department of Home Economics Education, who continues to serve in an advisory capacity.

Linda Glosson, Director  
Betty Robinson, Associate Director  
Vicki Reid, Assistant Director

## ACKNOWLEDGMENTS

The Guidebook for HECE Occupational Areas, prepared by the Home Economics Instructional Materials Center at Texas Tech University, is the result of the combined efforts and ideas of many people, namely:

Miss Ann Sloan, University of Delaware, Newark, Delaware, who designed the cover of the course of study.

Miss Annette Zellner, Graduate Research Assistant, Texas Tech University, Lubbock, Texas, who helped with the development of the materials.

Experienced employers and employees in each of the occupational areas who aided in the identification of tasks for the job analyses and content for the course unit outlines.

## FOREWORD

The Vocational Act of 1963 and the Vocational Amendments of 1968 focused attention upon the need for more occupational education programs for students at the high school level. Educators have become increasingly concerned about students who graduate or leave school without the vocational preparation for earning a living and who therefore fail to become contributing members of society. The 1963 Act and the Amendments of 1968 have provided opportunities for schools to offer additional educational programs to help meet the vocational needs of students in our competitive and technological society.

The Home Economics Cooperative Education program is a gainfully-oriented program which helps students prepare for the world of work or for advanced education. Many students who participate in this program continue their educations in technical schools or colleges while others become full-time employees upon graduation.

The gainful employment programs are not, in any sense, meant to replace the home-making education courses directed toward homemaking. More and more women in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping women meet the demands of both of these roles. An additional responsibility is that of providing training for boys who may be interested in occupations related to home economics.

The various subject matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people eat outside the home, stay in nursing homes, leave their children in child care centers, desire alterations or repairs on their clothing, want help with decorating their homes, and travel and require clean, pleasant surroundings at night. With the expanded demand for services, the need for food service employees, dietetic aides, child care aides, clothing assistants, home furnishings aides, and housekeeping management assistants is apparent. These examples are only a few of the occupations to which home economics can make a contribution in terms of trained personnel. The purpose of the wage earning courses is not only to give high school students a job skill, but also to help them advance more rapidly and perform more efficiently.

In summary, some of the reasons education for employment is appropriate in home economics are: an increasing number of women are employed outside the home and need preparation for the dual roles they are assuming; there is an increasing need for personnel in the service occupations related to home economics; the number of jobs for unskilled workers is decreasing, and more and more jobs require training of some kind; and career education programs must be added to the school curriculum.

We, as home economists, must meet our challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

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GUIDEBOOK  
FOR  
HECE OCCUPATIONAL AREAS

The Guidebook for HECE Occupational Areas is designed to assist teacher-coordinators in promoting and teaching home economics cooperative education programs. The Guidebook includes job analyses and course unit outlines for each of the following approved occupational areas: Art and Craft Aide, Bridal Consultant, Child Care Aide, Clothing Assistant, Companion to the Elderly, Consumer Aide, Dietetic Aide, Fabric Coordinator, Fashion Coordinator, Floral Designer, Food Caterer Aide, Food Service Employee, Home Furnishings Aide, Housekeeping Management Assistant, Physical Fitness Assistant, Tester of Foods, and Tester of Textiles.

The Guidebook should be a valuable aid to the teacher-coordinator in interpreting and promoting the Home Economics Cooperative Education Program in the school and community. It shows the variety of occupational areas related to home economics and tasks for which training can be provided. This information is useful in working with prospective employers of students. It may also be helpful in recruiting students for the program and in assisting them in identifying the occupational areas in which they are interested. The Guidebook should also aid in interpreting the program to parents, administrators, community organizations, and others.

The purpose of each part of the Guidebook is given below.

Job Analysis--The teacher-coordinator should use the job analysis in the appropriate occupational area when working with the employer to identify the tasks to be performed on the job by the student. The job analysis provides the employer the opportunity to indicate whether each task will be performed by the student daily, occasionally, or not at all. He may also indicate when during the school year he plans for the student to take up a particular task or group of tasks. This list of tasks should then be used in developing the student's training plan.

Course Unit Outline--Work experiences and study assignments related to each task in the job analysis are included in the Course Unit Outline. Work experiences are to be gained primarily from on-the-job training. Study assignments, topics related to the student's work experiences, should be mastered in class through the student's individualized instruction.

Reference List--Accompanying the Guidebook is an annotated list of required and supplementary references for each of the occupational areas. A chart relating pages in the required references to the units in the course unit outline is included for each occupational area in which no Course of Study has been developed. Order and price information is also given.

The job analyses were developed from interviews with employers and employees in each occupational area. The proposed course outline (which grew out of the job analysis) served as a guide for writing instructional materials for student use and/or for selecting required and supplementary references. During the development of the course outlines, meetings with advisory committee members were held to review and edit the working materials. Experienced home economics cooperative

education teacher-coordinators and subject matter specialists aided in writing the student materials for the Courses of Study.

Courses of Study are available in six of the occupational areas:

Child Care Aide

Food Service Employee

Clothing Assistant

Home Furnishings Aide

Dietetic Aide

Housekeeping Management Assistant

A Course of Study, Teacher Copy, consists of (1) an overview and job description, (2) a job analysis, (3) a course outline, (4) instructional materials for student use, (5) answer sheets for study questions, (6) unit tests, (7) answer keys, and (8) a list of references required for use with the instructional materials.

Student copies include the instructional materials and the reference list.

The teacher-coordinator must develop lesson sheets and unit tests in occupational areas for which no Courses of Study are available. The materials developed in these areas should follow the format used in the Courses of Study as closely as possible so students in these areas will not feel discriminated against. The charts included in the reference list relating pages in the required references to units in the course unit outlines should aid in developing the lesson sheets.

## APPROVED OCCUPATIONS FOR HOME ECONOMICS COOPERATIVE EDUCATION PROGRAMS IN TEXAS

An occupation approved for Home Economics Cooperative Education programs must (1) be classified as an occupation requiring knowledge and skills in one or more of the following home economics subject areas: child development, clothing and textiles, consumer education, family living, food and nutrition, home management, or housing; (2) provide a minimum of 240 hours of classroom instruction for Semester Unit Plan (80-minute periods) or 160 hours of class instruction for Quarter Unit Plan, and 525 hours of supervised on-the-job training and work experience per school year in an approved home economics occupation. Approved occupations include the following:

Art and Craft Aide	Floral Designer
Bridal Consultant	Food Caterer Aide
Child Care Aide	Food Service Employee
Clothing Assistant	Home Furnishings Aide
Companion to Elderly	Housekeeping Management
Consumer Aide	Assistant
Dietetic Aide	Physical Fitness Assistant
Fabric Coordinator	Tester of Foods
Fashion Coordinator	Tester of Textiles <sup>1</sup>

Occupations that cannot be approved are those which come within the definitions of programs for agriculture, distributive education, industrial education, health occupations, technical education, vocational office education, and occupations generally considered professional or requiring the baccalaureate or higher degree.

Detailed descriptions of each approved occupation and suggested places of employment are as follows:

<u>APPROVED OCCUPATIONS AND JOB DESCRIPTIONS</u>	<u>PLACES OF EMPLOYMENT</u>
<u>ART AND CRAFT AIDE</u> Assists hobbyists in selecting tools and supplies for art and craft projects; demonstrates and teaches arts and crafts to individuals and groups; prepares attractive and educational art and craft displays; helps keep store clean and orderly.	Specialty Shops: Hobby Shops Needle Craft Shops Knit Shops Ceramic Shops Department Stores City Recreation Departments YWCA; YMCA Nursing Homes Housing for Elderly Churches

<sup>1</sup> Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1975.

APPROVED OCCUPATIONS  
AND JOB DESCRIPTIONS

PLACES OF EMPLOYMENT

BRIDAL CONSULTANT

Advises bride on wedding etiquette; assists with selection of wedding apparel and trousseau; advises bride on becoming makeup and hair styles; examines garment on customer to determine type of alterations needed; fits and marks garment for proper alteration; makes minor alterations and repairs; makes wedding veils; presses garments; advises bride in selection of tableware, stationery, invitations, announcements, and gifts; arranges for services of photographer, caterer, and florist; assists with plans for showers and teas; displays merchandise in store and in store windows; assists with bridal fashion shows; helps keep store clean and orderly.

Department Stores  
Specialty Shops  
Clothing Rental Shops  
Professional Wedding  
Consultants

CHILD CARE AIDE

Assists with care of young children in approved child care centers or private homes with supervision; works with infants and normal and exceptional children; helps children develop acceptable habits of behavior, cleanliness, eating, playing, resting, toileting, health, and safety; directs learning experiences appropriate for various age groups.

Nursery Schools  
Child Care Centers  
Kindergartens  
Centers for Mentally  
Retarded  
Centers for Physically  
Handicapped  
Private Homes  
(with supervision)

CLOTHING ASSISTANT

Repairs clothing and makes alterations on women's and men's garments (such as dresses, coats, and suits) according to the customer's preference and measurements; examines garment on customer to determine type of alteration needed; fits and marks garment for proper alterations; uses manipulative skills in making alterations and repairs; constructs garments; arrives at work agreement with customers; works in entry level and advanced occupations in commercial apparel production; receives garments; recognizes fibers and their characteristics; launders, dry-cleans, and presses garments; labels and bags garments; keeps records; helps keep shop clean and orderly.

Department Stores  
Ready-to-Wear Stores  
Clothing Rental Shops  
Alteration Shops  
Dressmakers  
Clothing Manufacturers  
Hospitals  
Nursing Homes  
Hotels and Motels  
Laundries  
Dry Cleaning Establishments

APPROVED OCCUPATIONS  
AND JOB DESCRIPTIONS

PLACES OF EMPLOYMENT

COMPANION TO ELDERLY

Assists elderly persons with psychological needs, grooming and dressing, clothing care, meal preparation, feeding, housekeeping, exercise, personal business, and social activities; launders, irons or presses, folds, and puts away clothing or obtains clothing care services as needed; helps plan, prepare, and serve meals suitable for elderly person; makes beds; takes safety measures to prevent accidents; takes appropriate actions in an emergency; and reports signs of illness or discomfort.

Nursing Homes  
Homes for Aged  
Convalescent Homes  
Private Homes  
(with supervision)

CONSUMER AIDE

Note: The chief function of a Consumer Aide is to provide consumer information and assistance. The on-the-job training experiences of a Consumer Aide do not include selling, sacking, or stocking merchandise.

A Consumer Aide assists consumers in making wise selections; performs personal shopping services; prepares and distributes menus, recipes, and other handouts; prepares consumer information displays and exhibits; demonstrates use, storage, and care of products and equipment to consumer; lectures and conducts classes for groups; posts unit costs; cares for children while parents shop; helps keep store clean and orderly.

Grocery Stores  
Department Stores  
Appliance Stores  
Utility Companies

DIETETIC AIDE

Works as a member of the dietary team under the direction of a dietitian; uses nutrition information in planning, preparing, and serving meals to persons with specific dietary needs; selects and correctly uses proper pieces of equipment for specific jobs in food preparation and service; prepares simple foods for late trays and snacks; assembles trays according to diet instructions; examines filled trays for conformance with menu and diet regulations; designates trays with name and room number for delivery to patients; distributes trays to patients' rooms; serves food in patient dining room; handles food, beverages, equipment, utensils, and table settings in ways to prevent contamination;

Hospitals  
Nursing Homes  
Children's Homes  
Schools  
Institutions

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APPROVED OCCUPATIONS  
AND JOB DESCRIPTIONS

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PLACES OF EMPLOYMENT

helps keep work area clean and orderly; observes safety precautions and follows appropriate emergency procedures; assists in management of the dietary office by answering the telephone, making diet changes, tabulating diets, and taking meal census.

FABRIC COORDINATOR

Discusses features and qualities of fabrics with home sewer; assists home sewers in selecting and coordinating fabrics, patterns, and notions; answers questions about construction techniques; advises home sewer on quantity of fabric needed; measures and cuts fabric; orders, receives, and displays merchandise; prepares attractive displays of merchandise in store or store windows; helps keep store clean and orderly.

Fabric Shops  
Department Stores  
Variety Stores  
Discount Stores

FASHION COORDINATOR

Note: A Fashion Coordinator may only be approved in cities where there is sufficient business to justify the employment of persons in this position. In addition, a Fashion Coordinator may only be approved in a business establishment where there is a qualified training supervisor who has the responsibilities of Fashion Coordinator. Under this type of supervisor, a student employed as a Fashion Coordinator must be allowed to work between the departments within the store.

Department Stores  
Specialty Shops  
Ready-to-Wear Shops  
Clothing Rental Shops

A Fashion Coordinator coordinates garments and accessories for various occasions; describes garment construction, quality, fiber content, care, and durability; discusses current fashions and styles for figure type; examines and fits garment on customer; arranges window and store displays; assists in planning and presenting fashion shows; helps keep store clean and orderly.

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**APPROVED OCCUPATIONS  
AND JOB DESCRIPTIONS**

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**PLACES OF EMPLOYMENT**

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**FLORAL DESIGNER**

Verifies information about special events; cares for and prepares flowers and plants; designs and fashions floral pieces and decorations using natural and artificial flowers and foliage; advises customer regarding selections; plans floral settings for special occasions; packages or wraps goods sold; displays merchandise; helps keep store clean and orderly.

Florist Shops  
Department Stores  
Speciality Shops

**FOOD CATERER AIDE**

Assists with planning, preparing, packaging, transporting, and serving food; selects and correctly uses proper piece of equipment for food preparation and service; arranges tables and decorations; arranges buffet tables; sets assigned tables following instructions for the function; serves special occasion foods; receives, stores, and issues food and supplies; takes inventory.

Catering Services  
Restaurants  
Grocery Stores  
Specialty Houses  
Wedding Services  
Convention Centers

**FOOD SERVICE EMPLOYEE**

Prepares food using standard recipes; selects and correctly uses proper piece of equipment for specific jobs in food preparation and service; sets and maintains tables; takes orders; serves food to customers; cleans tables; presents checks; washes and inspects glassware, flatware, tableware, and utensils; takes inventory; receives, stores, and issues food and supplies; assists with management of food service establishment.

Commercial Food Service:  
Restaurants  
Cafes  
Tea Rooms  
Cafeterias  
Franchise Food Establishments  
Non-Commercial Food Service:  
Hospitals  
Nursing Homes  
School Cafeterias  
Children's Homes  
Private Homes  
(with supervision)

**HOME FURNISHINGS AIDE**

Organizes and files sample catalogs; arranges displays; helps with bridal selections; arranges furniture in store; keeps wallpaper, drapery, and upholstery samples straight; assists in accessory department; coordinates arrangements of samples and accessories; helps interior designer plan for clients' homes; assists with and constructs draperies and home accessories; helps keep shop clean and orderly.

Furniture Stores  
Department Stores  
Drapery Stores  
Interior Design Shops  
Interior Designers  
Mobile Home Dealer or  
Manufacturer

APPROVED OCCUPATIONS  
AND JOB DESCRIPTIONS

PLACES OF EMPLOYMENT

HOUSEKEEPING MANAGEMENT ASSISTANT

Cleans guest rooms, patient rooms, private home, or public building; selects, uses, and cares for cleaning equipment and supplies; sweeps, mops, or vacuums floors; waxes and buffs or applies floor finish; shampoos carpet; makes beds; dusts, waxes or polishes, and cleans furnishings; cleans glass, light fixtures, walls, ceilings, doors, and woodwork; cleans window treatments; removes stains; takes measures to prevent and control pests; cleans and sanitizes bathrooms, restrooms, and shower rooms; launders, irons or presses, folds, stores, and distributes linens and clothes; may perform other specialized tasks.

Hospitals  
Nursing Homes  
Health Care Facilities  
Hotels and Motels  
Lodges  
Resorts  
Clubs  
Dormitories  
Welfare Institutions  
Educational Institutions  
Commercial Establishments  
Private Homes  
(with supervision)  
Churches

PHYSICAL FITNESS ASSISTANT

Assists with personal analyses of clients; weighs and measures clients; helps plan diets; plans menus and develops recipes; tabulates calories; helps develop exercise programs for clients; demonstrates and supervises use of exercise machines and equipment; supervises use of steam cabinet, sauna, whirlpool, showers, and swimming pool; assists clients in developing body poise and improving body mechanics; enforces safety rules of establishment; assists in administering first aid for minor injuries; gives lectures and demonstrations on various aspects of physical fitness; launders, irons or presses, folds, and stores clean clothes and linens; helps keep facilities clean and orderly.

Health Spas  
Figure Salons  
Athletic Clubs  
Recreation Centers  
YMCA; YWCA  
Weight Watchers

TESTER OF FOODS

Selects and correctly uses proper tools and equipment for specified food tests; identifies qualities of various foods; collects and tests food samples as directed; makes elementary statistical calculations; records tests results; compares test results with samples or prepared standards; reports variation from standard to director of quality control; checks and calibrates various testing instruments; helps keep laboratory clean and orderly.

Food Processing Plants  
Public Health Services

APPROVED OCCUPATIONS  
AND JOB DESCRIPTIONS

PLACES OF EMPLOYMENT

TESTER OF TEXTILES

Selects and correctly uses proper tools and equipment for specified textile tests; identifies qualities of various fibers, yarns, and fabrics; collects and tests fiber, sliver, roving, yarn, or fabric samples as directed; makes elementary statistical calculations; records test results; compares test results with samples or prepared standards; reports variation from standard to director of quality control; checks and calibrates various testing instruments; helps keep laboratory clean and orderly.

Textile Firms  
Research Laboratories

ART AND CRAFT AIDE

## ART AND CRAFT AIDE JOB ANALYSIS

(Used in interviews with owners, managers, and personnel of business establishments and recreational organizations.)

Name of Business \_\_\_\_\_

Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Date \_\_\_\_\_

Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as an art and craft aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

An art and craft aide assumes numerous responsibilities in assisting customers in locating merchandise, teaching and demonstrating various art and craft activities, and preparing displays and models of craft projects. Working under the supervision of experienced personnel, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Greet and assist hobbyists in a pleasant and efficient way.				
5. Work in an efficient manner.				
6. Become familiar with merchandise.				
7. Read and recall label and product information.				
8. Assist hobbyists in selecting tools and supplies for art and craft projects.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9. Teach hobbyist terminology and how to read and follow instructions for various art and craft activities.				
10. Describe features, qualities, functions, use, and care of tools and supplies.				
11. Suggest and recommend materials for a particular art or craft project and estimate amount needed.				
12. Demonstrate techniques and advise hobbyist in various aspects of art and craft activities.				
13. Prepare attractive and educational art and craft displays.				
14. Lecture on art and craft activities and conduct classes in one or more crafts including personal and home accessories, demonstrating methods and techniques of crafts.				
15. Enforce safety rules and regulations.				
16. Help keep store clean and orderly.				

## COURSE UNIT I

### WHAT IS AN ART AND CRAFT AIDE?

OBJECTIVES:      Become aware of tasks and competencies involved in working as an art and craft aide.  
                    Evaluate self in terms of personal qualities related to success as an art and craft aide.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type job.	<p>Job opportunities in the field of arts and crafts</p> <p>Tasks assumed by employee in arts and crafts</p> <p>Personal qualities and abilities needed by a successful art and craft aide</p>

## COURSE UNIT II

### WORKING WITH OTHERS

**OBJECTIVES:**

- Identify policies and procedures which relate to the position of art and craft aide.
- Recognize the relationship between job success and interpersonal relationships.
- Apply policies and rules of conduct to particular job.
- Describe attitudes toward interpersonal relationships which are conducive to job success.
- Practice techniques which make the customer, guest, or student feel welcome and comfortable.
- Apply principles of motion economy to tasks performed on the job.
- Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2.	Accept and follow policies of the establishment.	Typical policies and procedures of establishment Importance of following policies and procedures in a particular situation
3.	Accept policies of the establishment concerning work schedules, absences, and other regulations.	Need for flexibility in performance of duties as an art and craft aide Attitudes which contribute to effective employer-employee, employee, and hobbyist-employee relationships

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
4. Greet and assist hobbyists in a pleasant and efficient way.	Establish rapport with others. Assist hobbyists.	Importance of willingness to accept and carry out various assigned tasks Importance of first impressions Procedures for assisting hobbyists
5. Work in an efficient manner.	Leave a good impression with hobbyists.	Importance of positive contacts with hobbyists Efficient work methods

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVE: Demonstrate familiarity with merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
6. Become familiar with merchandise.	Provide information about merchandise.	Information about merchandise which may be of interest to hobbyists
7. Read and recall label and product information.	Cite information about products.	Importance of keeping informed about art and craft developments Ways to keep up with art and craft developments
8. Assist hobbyists in selecting tools and supplies for art and craft projects.	Assist hobbyists with selection of tools and supplies.	Information about tools and supplies needed for various art and craft projects

## COURSE UNIT IV

### TYPES OF ARTS AND CRAFTS

**OBJECTIVES:**

- Identify types of art and craft projects.
- Describe art and craft projects using various media.
- Interpret instruction for various arts and crafts.
- Identify tools and supplies used in various arts and crafts.
- Describe use and care of art and craft tools and supplies.
- Describe use of art and craft tools and supplies.
- Demonstrate use of art and craft tools and supplies.
- Describe various techniques used in arts and crafts.
- Demonstrate various art and craft techniques.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Teach hobbyist terminology and how to read and follow instructions for various art and craft activities.	Describe various types of arts and crafts.	Types of art and craft projects Personal accessories Home accessories Seasonal and Holiday items  Art and craft media Paper      Wood Leather     Stone Plastic     Metal Glass      Clay Textiles    Other  Projects using various media

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Describe features, qualities, functions, use and care of tools and supplies.	Use appropriate art and craft terms.	Terms related to various arts and crafts
11. Suggest and recommend materials for a particular art or craft project and estimate amount needed.	<p>Name and describe tools and supplies needed for various art and craft projects.</p> <p>Observe safety precautions when using tools and supplies.</p> <p>Estimate supplies needed for various art and craft projects.</p>	<p>Materials used in various arts and crafts</p> <p>Use and care of materials used in various arts and crafts</p> <p>Tools needed for various arts and crafts</p> <p>Use and care of art and craft tools</p> <p>Safety precautions in use of art and craft tools and supplies</p> <p>Factors affecting the amount of supplies needed</p>
12. Demonstrate techniques and advise hobbyist in various aspects of art and craft activities.	<p>Apply the basic rules for using the elements and principles of design.</p> <p>Plan designs for specific art and craft projects.</p>	<p>Elements and principles of design and their application</p> <p>Planning designs</p> <p>Adapting and transferring designs</p> <p>Enlarging and reducing designs</p> <p>Setting up work area</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Explain instructions for various art and craft projects.</p> <p>Use appropriate techniques for specific art and craft projects.</p>	<p>Reading instructions for various arts and crafts</p> <p>Techniques used in various arts and crafts</p>	

COURSE UNIT V

DISPLAYING ARTS AND CRAFTS

OBJECTIVES: Relate the principles and elements of design to arts and crafts.  
Describe procedures for preparing displays and exhibits.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Prepare attractive and educational art and craft displays.	Plan store and window displays and exhibits of arts and crafts.	Information of interest to hobbyists Types of displays and exhibits Principles involved in selection and coordination of models for displays Factors to consider when planning displays and exhibits Principles involved in effective displays and exhibits Current art and craft trends Accept suggestions from supervisory personnel in setting up displays. Equipment and materials for constructing displays and exhibits Evaluate quality of workmanship.

COURSE UNIT VI

LECTURES AND DEMONSTRATIONS

OBJECTIVES:

- 1. Demonstrate art and craft techniques.
- 2. Explain safety precautions for art and craft activities.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>14. Lecture on art and craft activities and conduct classes in one or more crafts, including personal and home accessories, demonstrating methods and techniques of crafts.</p>	<p>Plan and present informative demonstrations on products and equipment.</p>	<p>Effective uses of demonstrations Procedures for planning demonstrations</p>
<p>15. Enforce safety rules and regulations.</p>	<p>Setting up a demonstration Importance of own appearance and appearance of work area</p> <p>Prepare lectures and conduct classes on various products or equipment.</p> <p>Explain safety rules and regulations for use of art and craft tools and supplies.</p> <p>Apply first aid to minor injuries.</p>	<p>Demonstration techniques</p> <p>Planning a speech or program Presenting a speech or program</p> <p>Safety precautions in use of art and craft tools and supplies</p> <p>First aid techniques</p>

COURSE UNIT VII

CARE AND MAINTENANCE

OBJECTIVES:

- Use recommended procedures for cleaning and maintaining store.
- Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Help keep store clean and orderly.	<p>Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays.</p> <p>Keep supplies in order for easy accessibility.</p>	<p>Importance of cleaning tasks and attitudes toward performing tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p> <p>Recognize hazards that may cause accidents in a business establishment.</p> <p>Safety practices necessary when using equipment and supplies</p> <p>Importance of unobstructed passageways or aisles</p> <p>Safety principles involved in moving furniture and arrangements</p>

BRIDAL CONSULTANT

## BRIDAL CONSULTANT JOB ANALYSIS

(Used in interviews with managers, owners, and personnel in department stores and specialty shops, clothing rental businesses and with professional wedding consultants.)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_  
Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a bridal consultant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A bridal consultant assumes numerous responsibilities in assisting the bride in planning her wedding and selecting wedding apparel and trousseau. Working with the supervision of experienced personnel, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.				
5. Assist other employees when necessary.				
6. Work in an efficient manner.				
7. Compile list of prospects from newspaper announcements of engagements or fashion show responses.				
8. Mail promotional material to offer own and store's services as consultant.				
9. Answer telephone and perform other clerical duties when necessary.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10. Greet and assist brides in a pleasant and efficient way.				
11. Become familiar with merchandise.				
12. Read and recall label and product information.				
13. Accompany bride when shopping in store or shop for her.				
14. Display merchandise to bride.				
15. Select standardized garments nearest to individual's measurements.				
16. Discuss construction, features, qualities, functions, use, and care of merchandise with bride.				
17. Advise bride as to current fashion and recommend style of garment to suit age and figure.				
18. Advise bride on wedding etiquette.				
19. Assist bride in planning the wedding budget.				
20. Recommend wedding gown for bride and apparel for groom, attendants, ushers, and mothers appropriate for degree of wedding formality.				
21. Assist bride in selection of wedding trousseau.				
22. Assist bride in coordinating garments and accessories.				
23. Advise bride on how to wear accessories.				
24. Advise bride on becoming makeup and hair styles.				
25. Examine garment on individual.				
26. Fit garment and mark or pin needed alterations.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
27. Make minor alterations and repairs.				
28. Make wedding veils.				
29. Press when necessary during alteration and repair process.				
30. Press garment.				
31. Advise bride in selection of tableware, flatware, glassware, stationery, invitations, announcements, and gifts.				
32. Compile and maintain gift registry on which items purchased at store for bride and groom are listed.				
33. Fill out cards for bridal selections and arrange bridal table settings in the china department.				
34. Arrange for photographer to take pictures of bride and of wedding party.				
35. Assist with plans for showers and teas.				
36. Arrange for decorations and flowers for wedding and reception.				
37. Arrange catering for wedding reception.				
38. Attend rehearsals, the wedding, and reception.				
39. Write a complete description of wedding for the newspaper.				
40. Prepare attractive displays of merchandise in store or store windows.				
41. Assist in planning and presenting bridal fashion shows.				
42. Assist in keeping store clean and orderly.				

## COURSE UNIT I

### WHAT IS A BRIDAL CONSULTANT?

**OBJECTIVES:** Become aware of tasks and competencies involved in working as a bridal consultant.  
Evaluate self in terms of personal qualities related to success as a bridal consultant.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	<p>Relate job responsibilities to personal qualities and to type bridal consultant services offered.</p> <p>Evaluate self in terms of ability to meet job responsibilities.</p>	<p>Job opportunities for bridal consultants</p> <p>Task assumed by bridal consultants</p> <p>Personal qualities and abilities needed by a successful bridal consultant</p> <p>Importance of self evaluation</p> <p>Criteria for successful performance of a job</p> <p>Ways to use these criteria to evaluate personal progress in meeting job requirements</p>

## COURSE UNIT II

### BRIDAL CONSULTANT--MEMBER OF A TEAM

#### OBJECTIVES :

Identify policies and procedures which relate to the position of bridal consultant.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, employee-customer) which are conducive to job success.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
3. Observe policies of the establishment concerning work schedules, absences, and other regulations.	Accept and follow policies of the business firm.	Typical policies and procedures of retail business Importance of following policies and procedures in a particular business Need for flexibility in performance of duties as a bridal consultant
3. Accept instruction and guidance from supervisory personnel.	Accept and follow directions and instruction from persons in authority.	Attitudes which contribute to effective employer-employee, employee-employee, and employee-customer relationships

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.</p> <p>5. Assist other employees when necessary.</p> <p>6. Work in an efficient manner.</p>	<p>Assist other employees.</p> <p>Perform tasks in an efficient manner.</p> <p>Maintain clean and orderly work surface.</p>	<p>Importance of willingness to accept and carry out various assigned tasks</p> <p>Necessity of working cooperatively with other employees</p> <p>Efficient work methods suitable for a bridal consultant</p> <p>Importance of clean work surface and hands in handling clothing</p>

COURSE UNIT III

OFFERING BRIDAL CONSULTANT SERVICES

OBJECTIVES: Describe procedures for offering services of bridal consultant.

Practice techniques which make the bride feel welcome.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
7. Compile list of prospects from newspaper announcements of engagements or fashion show responses.	Compile list of prospective customers.	Procedures for compiling list of prospects
8. Mail promotional material to offer own and store's services as consultant.	Follow acceptable procedures in offering own and store's services.	Services frequently offered by bridal consultant Letter writing techniques
9. Answer telephone and perform other clerical duties when necessary.	Answer telephone following prescribed procedure.	Telephone etiquette Necessity for accuracy in recording information resulting from telephone conversations
10. Greet and assist brides in a pleasant and efficient way.	Perform clerical duties assigned to a bridal consultant. Establish rapport with others. Assist brides.	Importance of neatness and accuracy on performing clerical duties Importance of first impression Procedures for assisting brides
		Importance of positive contacts with bride

## COURSE UNIT IV

### KNOWING THE MERCHANDISE

**OBJECTIVES:**

Demonstrate familiarity with merchandise.

Read and interpret label and product information.

Determine bride's needs.

Plan purchases for specific situations.

Describe characteristics of various merchandise.

Demonstrate ability to advise concerning style for individual.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Become familiar with merchandise.	Provide information about merchandise.	Information about merchandise which may be of interest to brides
12. Read and recall label and product information.	Cite information from labels, tags, and other sources.	Information available on merchandise labels, in instruction books, on guarantees or in other sources
13. Accompany bride when shopping in store or shop for her.	Labeling laws  Importance of keeping informed about product developments  Ways to keep up with product developments	Current innovations and trends of interest to bride

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Display merchandise to bride.	Identify bride's needs.	Factors influencing bride's needs and preferences
15. Select standardized garments nearest to individual's measurements.	Show merchandise to bride.	Types of questions to use in determining bride's needs
16. Discuss construction, features, qualities, functions, use, and care of merchandise with bride.	Determine correct garment size for a specific individual.	Procedures for displaying and handling merchandise Garment sizing
17. Advise bride as to current fashion and recommend style of garment to suit age and figure.	Describe features and qualities of various fabrics and merchandise. Use appropriate textiles and merchandise terms. Describe features and uses of various merchandise.	Construction and production techniques Fabric finishes Procedures for determining quality Textile and merchandise terminology Trade and brand names Value of various features Uses for which various merchandise is suited Recommend care and treatment of various fabrics and merchandise. Care required by various fabrics and merchandise Elements of design and their application

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Apply basic rules for using proportion, balance, rhythm, emphasis, and harmony in assisting brides with their selections.</p> <p>Use appropriate fashion terms.</p> <p>Recognize current fashion trends.</p>	<p>Principles of design and their application</p> <p>Fashion terminology</p> <p>Fads, fashion, and styles</p> <p>Fashion designers</p>	

COURSE UNIT V

COORDINATING WEDDING APPAREL AND TROUSSEAU

**OBJECTIVES:**

- Explain various aspects of wedding apparel and trousseau.
- Describe financial considerations related to the wedding.
- Describe apparel appropriate for weddings varying in formality.
- Demonstrate ability to coordinate garments and accessories appropriate for varying seasons, climates and situations.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Advise bride on wedding etiquette.	Provide information about wedding etiquette.	Types of weddings Wedding etiquette Wedding procedures Religious variations
19. Assist bride in planning the wedding budget.	Answer questions related to the wedding budget.	Division of wedding costs Price ranges for wedding expenses
20. Recommend wedding gown for bride and apparel for groom, attendants, ushers, and mothers appropriate for degree of wedding formality.	Show garments suitable for specific type wedding.	Factors influencing cost of wedding Styles and fashions in wedding gowns and apparel Apparel appropriate for various types of weddings

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
21. Assist bride in selection of wedding trousseau.	Show garments suitable for bride's trousseau.	Garments appropriate for varying seasons, climates, and situations
22. Assist bride in coordinating garments and accessories.	Show accessories suitable for specific garments, individuals, and occasion.	Coordination of garments and accessories
23. Advise bride on how to wear accessories.	Demonstrate ways to wear accessories.	Accessories for specific occasions
24. Advise bride on becoming makeup and hair styles.	Show becoming makeup and hair styles for bride.	Accessory trends and fashions Sources of information on ways to wear accessories Makeup trends Use of makeup to correct flaws and enhance features Hair style trends Hair styles for various face shapes

COURSE UNIT VI

FITTING AND FINISHING TOUCHES

**OBJECTIVES:**

- Examine garment and analyze fitting problems.
- Identify procedures for making desired alterations on garment for proper fit.
- Appreciate importance of well-fitted garments for comfort and attractiveness.
- Explain procedures for making minor alterations and repairs.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
25. Examine garment on individual.	<p>Check garment on individual, examining:</p> <p>Location and slope of shoulder line            Position of waistline            Location of grainline            Length of bodice and sleeve            Position of darts in bodice and sleeves            Ease at bust            Measurement of waistline            Ease at hipline            Hemline            Location of side seams.</p> <p>Note figure proportions of individual that create fitting problems.</p>	<p>Fitting as a most important ability in becoming a successful fashion coordinator.</p> <p>Importance of a well-fitted garment</p> <p>Importance of grainline in fit of garment</p> <p>Causes of fitting problems in terms of figure proportions and posture</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Characteristics of a well-fitted garment
26. Fit garment and mark or pin needed alterations.	Analyze fitting problems of customer. Offer suggestions to consumer for desirable alterations when requested.	Types of alteration that eliminate common fitting problems Markings which are used to indicate the alterations to be made Standards and techniques of professional looking alterations and repairs
27. Make minor alterations and repairs.	Fit garment to satisfaction of customer. Maintain grainline in fitting. Mark or pin garment indicating desired alterations.	Perform skillfully such alterations and repairs as: Sewing on fasteners Repairing hems Sewing rips and seams Adjusting hem length. Choose appropriate techniques for making wedding veils.
28. Make wedding veils.		Procedures for making wedding veils
29. Press when necessary during alteration and repair process.		Characteristics of fabrics that influence pressing procedure and temperature setting Iron or presser controls
		Importance of testing samples (seams) due to great variety of fiber combinations

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	<p>Use most efficient pressing tools for a particular job.</p> <p>Observe safety practices in use of equipment.</p>	<p>Function of each piece of pressing equipment</p>
	<p>Care for pressing equipment.</p> <p>Use correct techniques when pressing each construction process, such as hems, curves, darts, seams.</p>	<p>Methods of and importance of caring for equipment</p> <p>Importance of pressing as an essential part of altering and repairing garment</p>
30. Press garment.	<p>Use desirable sequence in final pressing of garment.</p> <p>Press with grainline.</p> <p>Press to mold garments.</p>	<p>Importance of sequence in pressing of garment</p> <p>Importance of pressing with grainline in determining appearance of garment</p>

COURSE UNIT VII

BRIDAL SELECTIONS

OBJECTIVES: Demonstrate ability to advise customers in making various selections.  
Describe procedures in compiling and maintaining a bridal registry.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>31. Advise bride in selection of tableware, flatware, glassware, stationery, invitations, announcements, and gifts.</p>	<p>Apply principles involved in coordination of tableware, flatware, and glassware.</p>	<p>Principles involved in coordination of tableware, flatware, and glassware</p> <p>Trends in tableware, flatware, and glassware</p> <p>Type invitations, announcements and stationery available</p> <p>Determining the type of invitation according to degree of wedding formality</p>
<p>32. Compile and maintain gift registry on which items purchased at store for bride and groom are listed.</p>	<p>Describe gifts appropriate for the bride to present attendants.</p> <p>Compile and maintain gift registry.</p>	<p>Information needed for gift registry</p> <p>Procedures for maintaining gift registry</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
33. Fill out cards for bridal selections and arrange bridal table settings in the china department.	Arrange a table setting based on bridal selections.	Information needed on bridal display cards Importance of keeping accurate and current files

## COURSE UNIT VIII

### WEDDING PLANS

**OBJECTIVES:**

- Demonstrate ability to advise customer on wedding photography.
- Describe considerations in planning showers and teas.
- Use acceptable procedures in planning decorations and flowers for wedding and reception.
- Explain considerations in arranging catering for wedding reception.
- Demonstrate ability to assist with rehearsals, wedding, and reception.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
34. Arrange for photographer to take pictures of bride and of wedding party.	Work with photographer and bride to plan wedding pictures.	Photograph requirements of newspapers Price ranges of wedding photography Shots frequently taken at weddings Positioning bride and wedding gown Working with photographer
35. Assist with plans for showers and teas.	Plan showers and teas.	Themes for showers and teas Menus for showers and teas Table arrangements and decorations Guest lists

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
36. Arrange for decorations and flowers for wedding and reception.	Plan decorations and flowers for weddings and receptions.	Decorations and flowers appropriate for various types of weddings and receptions
37. Arrange catering for wedding reception.	Work with bride and caterer to plan wedding reception.	Types of corsages and bouquets  Working with florist  Menus appropriate for wedding reception
38. Attend rehearsals, the wedding, and reception.	Assist with wedding and reception details.	Table arrangements for receptions  Traffic plans for receiving line and serving guests  Working with caterer  Role of bridal consultant at rehearsals, wedding, and reception
39. Write a complete description of wedding for the newspaper.	Use appropriate newswriting techniques.	Appropriate attire for bridal consultant when attending rehearsals, wedding, and reception  Information included in wedding stories  Importance of accuracy in recording names and facts
		Descriptive words to use in describing wedding gown, apparel of wedding party and decorations
		Policies of local newspaper

## COURSE UNIT IX

### DISPLAY TECHNIQUES

**OBJECTIVES:** Recognize and accept proper procedures to follow when performing the responsibilities assigned to a bridal consultant.

Relate elements and principles of design to merchandise displays in store or store windows.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
40. Prepare attractive displays of merchandise in store or store windows.	<p>Plan store window displays of wedding attire.</p> <p>Accept suggestions from supervisory personnel in setting up displays.</p>	<p>Principles involved in selection and coordination of garments and accessories for display</p> <p>Current color, fashion, and accessory trends</p>

COURSE UNIT X

BRIDAL FASHION SHOWS

OBJECTIVE: Describe procedures in planning and presenting a bridal fashion show.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
41. Assist in planning and presenting bridal fashion shows.	Follow acceptable procedures in planning and presenting bridal fashion shows.	Types of bridal fashion shows Procedures for planning and presenting fashion show Themes for bridal fashion shows Facilities needed Stage Models and line-up Commentator

COURSE UNIT XI

CARE AND MAINTENANCE

**OBJECTIVES:**

- Use recommended procedures for cleaning and maintaining store.
- Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

Identify principles of safety which relate to handling and storing merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
42. Assist in keeping store clean and orderly.	<p>Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays.</p> <p>Keep supplies in order for easy accessibility.</p>	<p>Importance of cleaning tasks and attitudes toward performing tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p> <p>Keep stock straightened in stockroom and under counters.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Importance of unobstructed passageways or aisles</p> <p>Safety principles involved in moving furniture and arrangements</p>

CHILD CARE AIDE

## CHILD CARE AIDE JOB ANALYSIS

(Used in interviews with directors of child care centers)

Name of Center	Date	Person Interviewed	Interviewer	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
DAILY						
1. Become oriented to the child care center.						
2. Learn what is required of a child care aide.						
3. Observe policies of center concerning work schedules, absences, and health regulations.						
4. Work cooperatively with staff and accept instruction and guidance from director.						
5. Participate in staff planning and evaluating sessions concerned with center policies and program.						
6. Help to evaluate own progress in meeting responsibilities in the center.						
7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed.						
8. Help to promote parent interest in the center.						
9. Help the children accept the center and participate in its activities.						

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10. Assist the children in developing a sense of "belonging" in the center.				
11. Help the children learn acceptable behavior patterns.				
12. Help the children learn the established routines of the center.				
13. Help the children become more independent in removing own garments, such as coats and sweaters.				
14. Assist the children in developing good house-keeping habits.				
15. Assist children with routines, such as toileting, washing hands, and hanging towels after use.				
16. Assist in arranging mats on floor for children's rest period.				
17. Supervise rest period of children.				
18. Help the children prepare for mealtime.				
19. Set the table for noon meal.				
20. Help the children understand the importance of eating nourishing foods.				
21. Help the children to develop good food habits and table manners.				
22. Help the children to develop positive, acceptable attitudes toward food and eating.				
23. Prepare and serve mid-morning and mid-afternoon snacks.				
24. Assume some responsibility, under supervision, for play and learning experiences of children.				
25. May relieve teachers for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs.				
26. Help prepare and assemble play materials needed by teacher and/or director.				54

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
27.	Arrange physical environment, under supervision of director, so it is appropriate for play and learning experiences.			
28.	Help children with their nature and science experiences.			
29.	Help maintain safety of the children during rest and play periods.			
30.	Practice safety procedures by being alert to situations involving hazards to the safety of children.			
31.	Assist in administering first aid at the center for minor accidents, cuts, and bruises.			
32.	Observe accepted procedures for reporting signs of illness or discomfort in children.			
33.	Help children establish sanitary habits.			
34.	Feed infant as directed by parents and supervisor.			
35.	Check infants when they cry and determine reasons for crying.			
36.	Change diapers and other clothing when necessary.			
37.	Supervise play period.			
38.	Assist in supervising infants while they sleep.			
39.	Bathe the infant.			
40.	Follow safety precautions when caring for infants.			
41.	Recognize symptoms of illness.			
42.	Assist in the services provided for exceptional children in educational, institutional, or day care situations.			
43.	Work with exceptional children and their parents.			

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
44. Work with professional personnel in facilities for exceptional children.				
45. Handle certain clerical responsibilities for professional personnel.				
46. Report or record behavioral changes in each child.				
47. Assist professional staff in the overall evaluation of the progress of each child.				
48. Observe children for special behavior patterns and responses.				
49. Maintain discipline to prevent children from harming themselves and others.				
50. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training.				
51. Guide exceptional children in activities involving mental abilities and intellectual-emotional development (educational-psychological needs).				
52. Feed exceptional children or assist these children with mealtime activities.				
53. Direct exceptional children in activities involving language abilities.				
54. Assist exceptional children with activities involving social skills.				
55. Train exceptional children in self-help skills.				

COURSE UNIT I

WHAT IS A CHILD CARE AIDE?

OBJECTIVES: Become aware of tasks, competencies, and opportunities involved in working as a child care aide.

Recognize employment opportunities in child care service.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Become oriented to child care center.	List purposes and nature of the child care center in the community.	Purposes and objectives of child care centers Reasons parents send children to child care centers
2. Learn what is required of a child care aide.	Analyze employment opportunities and training needs.	Purposes and eligibility requirements of organizations related to child care and training Different types of child care centers Characteristics of an approved child care center State and local regulations which influence center policies and program activities Responsibilities assigned to child care aides Employment opportunities for trained workers in child care

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>3. Observe policies of center concerning work schedules, absences, and health regulations.</p>	<p>Evaluate own personal qualities in relation to desirable characteristics of persons working as child care aides.</p>	<p>Personal characteristics which are desirable in those who work with children, such as being dependable, remaining calm in emergencies, and finding satisfaction in working with young children</p>

COURSE UNIT II

CHILD CARE AIDE--A MEMBER OF THE TEAM

OBJECTIVES: Recognize factors which contribute to successful working relationships with others.

Assess own personal qualities in relation to job requirements.

Evaluate self periodically.

Identify factors involved in planning a satisfactory schedule for pre-school children.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
4. Work cooperatively with staff and accept instruction and guidance from director.	Work under supervision and follow directions effectively.	Importance of guidance from director in helping aide assume her role in the center  Necessity for teamwork and cooperation among members of center staff  Influence of behavior and attitudes of adults on the behavior of children  Relationship between self-understanding and understanding others
5. Participate in staff planning and evaluating sessions concerned with center policies and program.	Communicate with staff members in planning sessions.	Ethical principles involved in working with children and staff at the center  Importance of group planning sessions in the over-all functioning of the center

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
6. Help to evaluate own progress in meeting responsibilities in the center.	<p>Evaluate own personal qualities, job requirements, and performance.</p> <p>Work with children and staff in job duties beyond giving and receiving instructions.</p> <p>Help maintain daily routines and activities.</p>	<p>Topics to be discussed at planning sessions</p> <p>Need for self-evaluation of job performance</p> <p>How to use results of self-evaluation to improve job performance</p> <p>Importance of assuming assigned responsibilities and contributing to the center program</p> <p>Importance of schedule and routines to the center activities</p> <p>Types of opportunities for learning which should be provided in a daily work schedule at a child care center</p> <p>Factors to consider when planning a daily schedule of activities for a child care center</p>
7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed.		

### COURSE UNIT III

#### THE CHILD AND HIS FAMILY

**OBJECTIVES:**

- Recognize the basic needs of young children.
- Describe characteristics of children from two to five.
- Comprehend the principles and areas of development of children.
- Analyze the influence of the family on the growth and development of children.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Help create comfortable environment for children and help them feel secure and self-confident.	<p>The family life cycle</p> <p>Influence of family environment on development of child</p> <p>The basic needs</p> <p>Difference between growth and development</p> <p>Principles of development</p> <p>Characteristics of children from two to five</p> <p>Areas of development--motor, social, emotional, intellectual, and moral</p> <p>Help children find a place within the group.</p>

COURSE UNIT IV

THE CHILD IN A CHILD CARE CENTER

OBJECTIVES:

- 1. Recognize importance of parent-center relationships.
- 2. Identify procedures which will aid children in their adjustment to the center.
- 3. Discover from child's behavior the way he feels in a group situation.
- 4. Analyze own behavior and its effect upon the children.
- 5. Apply principles of guidance based on understanding of behavior.
- 6. Describe techniques of helping children gain self-reliance in performance of routine activities.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Help to promote parent interest in center.	Relate well to parents.	Importance of interaction between parents and staff members  Factors to consider when evaluating parent-center relationships
9. Help the children accept the center and participate in its activities.	Cultivate sensitivity to child's feelings about the center.  Accept and welcome each child to center as he is, recognizing individual worth and dignity.  Help each child accept the absence of parents.	Variety of ways children adjust to new experiences  Procedures to be followed in receiving children and integrating them into center activities  Significance of the activities included in the center program

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Encourage children to express feelings and become interested in center activities.	Children's normal feelings of inadequacy in new situations	Relation of center experiences to the growth and development needs of children
Encourage and develop children's curiosity, problem-solving ability, and zest for living.	Ways in which basic needs of children can be met at center	Behavior which will contribute to a child's feeling of adequacy and security
Develop happy relationships with children (rapport).	Ways to help child become a part of the group	Guidance practices used by the center
Establish and maintain child's sense of self-pride, self-worth, and self-satisfaction.	Goals of discipline	Ways of working with children and maintaining discipline
Help children find a place within the group.	Factors influencing behavior patterns of children	Acceptable behavior patterns of children
10. Assist the children in developing a sense of "belonging" in the center.	Use center-approved principles of guidance while working with children.	How to recognize unusual behavior or discipline problems
11. Help the children learn acceptable behavior patterns.	Discriminate between acceptable and unacceptable behavior patterns.	Appropriate procedure to follow when unusual behavior is observed

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Help the children learn the established routines of the center.	Help maintain daily routines in activities of the children.	Relation of routines to child's development habits
13. Help the children become more independent in removing own garments, such as coats and sweaters.	Stimulate independence in children.	Need for children to develop independence in simple self-help tasks appropriate at their age level Ways of helping children help themselves
14. Assist the children in developing good housekeeping habits.	Guide the children toward good habits, useful skills, wholesome attitudes, self-reliance, and independence.	Responsibilities that children are capable of accepting at this age level Appropriate times for offering assistance or encouraging independence in children
15. Assist children with routines, such as toileting, washing hands, and hanging towels after use.	Set a good example for children to follow in housekeeping practices.	Values of good housekeeping habits
16. Assist in arranging mats on floor for children's rest period.	Stimulate interest on the part of the children in helping to keep center neat, for example, discarding napkins after eating, flushing commode after toileting.	Need for children to be included in housekeeping activities of center
	Accept children's interest in each other at toilet time.	Influence of adult attitudes and standards in promoting healthy adjustment of children in terms of toilet training
	Prepare room for rest period of children.	Ways to provide for rest and sleep needs of children in the center

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Assist in arranging mats on floor for children's rest period.	Prepare room for rest period of children.	Ways to provide for rest and sleep needs of children in center
17. Supervise rest period of children.	<p>Keep a sleep chart for each child.</p> <p>Help children prepare for "nap time".</p> <p>Provide the proper atmosphere and controls for rest period.</p> <p>Recognize symptoms of fatigue.</p>	<p>Amount of rest and sleep children need</p> <p>Importance of quiet play before children's rest period</p> <p>Effective methods of preparing children for their rest period</p> <p>Symptoms of fatigue</p>

COURSE UNIT V

CHILDREN'S FOOD AND EATING HABITS

OBJECTIVES:

Relate appearance of food and table to acceptance of food.

Recognize necessity of guiding children in the establishment of wholesome food habits.

Identify environmental factors which influence eating habits of children.

Describe procedures to follow when supervising mealtime activities.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Help the children prepare for mealtime.	Encourage children to wash hands before meals.	Importance of quiet play before mealtime Types of play suitable prior to mealtime Importance of personal cleanliness as related to food and eating Methods of setting an attractive table
19. Set the table for noon meal.		Effect of environmental influences on the mealtime situation Arrange tables and chairs to insure comfort while the children are eating. Arrange attractive and appropriate table decorations. Help children plan and make table decorations for special occasions.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
20. Help the children understand the importance of eating nourishing foods.	Recognize kinds and amounts of food which meet nutritional needs of the children in the center.	Nutritional needs of children
21. Help the children develop good food habits and table manners.	Accept eating practices-- handling of silver and food-- appropriate for children's ages.	Desirable eating habits and basic etiquette appropriate for age level of the children
22. Help the children to develop positive, acceptable attitudes toward food and eating.	Handle situations when children refuse some foods.	Reasons children may refuse to eat and how to deal with this situation

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>23. Prepare and serve mid-morning and mid-afternoon snacks.</p>	<p>Ignore some eating habits of children by giving attention and recognition in other ways.</p> <p>Set the stage for snack time.</p> <p>Prepare snacks attractively for serving to the children.</p> <p>Serve snacks to the children.</p>	<p>Basic emotional and social needs of children as expressed in their attitudes toward eating</p> <p>Purpose of snacks for pre-school children</p> <p>Typical snack foods that are appropriate and liked by children</p> <p>Sanitary methods of preparing and serving snacks</p> <p>Ways to encourage children to eat snacks provided for them</p>

COURSE UNIT VI

CHILDREN'S PLAY--A LEARNING EXPERIENCE

OBJECTIVE: Plan play and learning experiences for children which will promote their mental, social, emotional, and physical development.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>24. Assume some responsibility, under supervision, for play and learning experiences of children.</p>	<p>Guide children in playing happily with others.</p> <p>Help children find satisfaction in constructive play.</p> <p>Show children acceptable ways to behave in play activities--sharing, etc.</p> <p>Encourage both individual and cooperative play.</p> <p>Help children select and use play materials and equipment with courage, safety, and skill, keeping rules of play to a minimum.</p>	<p>How children learn and develop through play (value of play)</p> <p>Role of play in the total growth process</p> <p>Types of play and play activities</p> <p>Contributions different types of play make to the child's development</p> <p>Stages of development in play--solitary, parallel, etc.</p> <p>Ways of guiding children in safe, but constructive, play</p> <p>Individual differences in motor and social development of children which affect their play activities</p> <p>Control play and learning situations to reduce emotional behavior problems.</p> <p>Respect individual differences and not expect equal performance from all children.</p>

COURSE UNIT VII  
BOOKS AND MUSIC FOR CHILDREN

OBJECTIVES:

Recognize contributions of books and music to child's development.

Become adept in guiding story telling and musical activities.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
25. May relieve teachers, when needed, by reading stories to children, conducting finger plays and leading songs.	<p>Suggest suitable books and stories of interest to a group of children.</p> <p>Read or tell stories with animation and expression encouraging participation of children.</p>	<p>Importance of stories, music, and finger plays in mental, physical, emotional, and social development of children</p> <p>Suitable books for children of different ages</p> <p>Criteria to use for evaluation of children's books</p> <p>Techniques of story telling</p> <p>Visual aids to use during story telling</p> <p>Techniques for meeting needs of children in group activities</p> <p>Watch for clues of fatigue, lack of interest, or over-stimulation.</p> <p>Clues which indicate interest and/or response of children to the story</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Select appropriate songs and singing games.</p> <p>Lead songs and singing games.</p>	<p>Songs and rhythm activities appropriate for children of various ages</p> <p>Rhythm instruments which can be easily made</p> <p>Procedures to follow when directing musical activities</p> <p>Developmental sequences for music activities</p>	

COURSE UNIT VIII

TOYS AND GAMES FOR CHILDREN

OBJECTIVES: Analyze play equipment in relation to contribution it makes to child's development.

Plan procedures for directing children's games.

Evaluate toys and play equipment in terms of suitability for use by children.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
26. Help prepare and assemble play materials needed by teacher and/or director.	<p>Make some judgments in selecting and preparing materials for children's activities.</p> <p>Organize play materials for most effective use by the teacher.</p>	<p>Play materials which are most popular with children at different ages</p> <p>Kinds of play materials which contribute to the intellectual, physical, social, and emotional development of children</p> <p>Playthings which can be made</p>
27. Arrange physical environment, under supervision of director, so it is appropriate for play and learning experiences.	<p>Improvise play materials from inexpensive articles.</p> <p>Use and care for materials and equipment needed in play activities and learning experiences.</p>	<p>Kinds of materials and equipment available for use in the different areas of the center</p> <p>Play activities and games appropriate for children at the center</p> <p>Criteria for evaluation of play equipment and toys</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Lead children's games.	Techniques to follow when directing children's games Games appropriate for young children	

COURSE UNIT IX

NATURE AND SCIENCE EXPERIENCES

OBJECTIVES:

- 1. Develop attitudes which will promote children's interest in their environment.
- 2. Plan science activities which will aid children in concept development.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
28. Help children with their nature and science experiences.	<p>Assist children in developing more interests and understandings of the world around them.</p> <p>Help children care for a fish aquarium, baby turtles, or small pets.</p> <p>Show children how to plant and care for seeds, flowers, and small vegetables.</p>	<p>Children's need to explore and investigate their environment</p> <p>Adult attitudes which will promote children's interest in their environment</p> <p>Appropriate nature and science activities</p> <p>Procedures to observe when directing nature and science experiences for children</p> <p>Concepts children are capable of forming</p>

COURSE UNIT X  
HEALTH AND SAFETY

**OBJECTIVES:** Recognize importance of observing safety practices in the child care center and being alert to safety hazards.

Identify proper first aid practices and know limits of aid which can be administered.

Describe symptoms of illness which may appear in the children.

Recognize necessity of observing center and local health policies and sanitation regulations.

Plan activities which will aid children in forming safety habits and good health habits.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
29. Help maintain safety of the children during rest and play periods.	Maintain discipline to help insure safety of the children.	Causes of accidents Importance of discipline in preventing avoidable accidents Safety precautions to be employed during play activities and routine periods
30. Practice safety procedures by being alert to situations involving hazards to the safety of children.	Encourage safety habits in handling play materials and equipment. Give close supervision to children during rest and play periods.	Importance of foreseeing and avoiding hazardous situations

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
31. Assist in administering first aid at the center for minor accidents, cuts, and bruises.	Keep the center orderly and safe.  Remain calm when accidents occur.	Need to inform director of the center concerning problems, such as play equipment hazards, maintenance needs  Procedure to follow when an accident occurs
32. Observe accepted procedures for reporting signs of illness or discomfort in children.	Apply medication to minor cuts and bruises.  Handle minor emergencies calmly and intelligently.	Proper methods of first aid treatment for minor accidents  Activities which can be used to teach safety practices
33. Help children establish sanitary habits.	Recognize and report early signs of illness or discomfort in children.  Follow center-approved health measure in working with children.	Characteristic symptoms of illness or discomfort  Common diseases of children  Policies established by the center in relation to care of the children  Sanitation practices which contribute to physical health of children  Reasons for maintaining good health habits and how to help children develop them  Contributions personal cleanliness makes to child's physical well-being

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Provide an environment that encourages cleanliness and healthful habits.</p> <p>Set a good example by practicing good health habits.</p>	<p>Importance of maintaining healthful surroundings</p> <p>Activities which will help children reach health goals</p> <p>Child care aide's contribution to the physical health of the children in the center through setting a good example</p>	

COURSE UNIT XI  
INFANT CARE

OBJECTIVES:

Recognize characteristics and needs of infants.  
Describe methods to use in caring for infants.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
34. Feed infant as directed by parents and supervisor.	Feed infant on schedule provided by parents.  Ways of helping infant adjust to a feeding schedule	Characteristics of infants: physical emotional social intellectual  Importance of following feeding schedules provided by parents  Ways of helping infant adjust to a feeding schedule
		Typical feeding schedules  Follow accepted procedures when bottle feeding infants.  Accept behavior of infant as he learns to eat solid foods.  Normal behavior when solid foods are introduced in infant's diet  Help infants accept and learn to eat solid foods.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Importance of allowing infant to begin to feed himself when he is ready
	Feed infant in a calm, assured manner.	Relationship between behavior of adult during feeding and attitudes toward feeding formed by infant
35.	Check infants when they cry and determine reasons for crying.	Crying as an infant's method of communication
36.	Change diapers and other clothing when necessary.	How to interpret meanings of different kinds of crying and behavior
37.	Supervise play period.	Types of diapers
38.	Assist in supervising infants while they sleep.	Ways of folding diapers
		Procedure to follow when changing diapers
		Role of play in infant's development
		Typical play activities during the first year
		Criteria to consider in selection of toys for infants
		Contribution of stimulating environment to infant's development
		Sleeping schedule for infants of different ages
		Positions in which infants sleep and advantages of certain positions

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
39. Bathe the infant.	Select appropriate activities for infants prior to going to sleep. Supervise sleeping periods of infants.	Procedures for preparing infant for sleep Conditions conducive to sleep
40. Follow safety precautions when caring for infants.	Bathe infants following safe, accepted procedures.	Procedures to follow when bathing an infant Necessity of constant alertness to potential safety hazards
41. Recognize symptoms of illness.	Keep infants safe during activities throughout the day. Safety precautions to observe during the following activities of infants: bathing, sleeping, diapering, feeding, and playing	Safety precautions to observe during the following activities of infants: bathing, sleeping, diapering, feeding, and playing Symptoms of illness in infants Policy to observe when symptoms are noticed
	Take an infant's temperature.	Procedures for taking an infant's temperature Characteristics of a healthy infant

COURSE UNIT XII  
THE EXCEPTIONAL CHILD

OBJECTIVES:

- 1. Recognize the kinds of challenges that special education provides for the child care aide.
- 2. Identify basic similarities in the care and training of "normal" and exceptional children.
- 3. Determine appropriate techniques in supervising and caring for exceptional children.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
42. Assist in the services provided for exceptional children in educational, institutional, or day care situations.	<p>Promote the program of services for exceptional children.</p> <p>Identify major problem areas in the development of exceptional children.</p>	<p>Different types of services and facilities, public and private, for exceptional children</p> <p>Objectives of respective program or facilities</p> <p>Types of exceptional children generally found in these settings</p> <p>Known causes of mental retardation</p> <p>Levels of retardation and care needed by each level</p> <p>General characteristics of the mentally retarded</p> <p>Selected clinical types of mental retardation and disorders associated with mental retardation</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
43. Work with exceptional children and their parents.	Communicate with exceptional children and their parents.	Skills and attitudes needed to work with exceptional children and their parents
44. Work with professional personnel in facilities for exceptional children.	Translate directions of professional personnel into action in absence of these professionals.	Techniques for dealing with parents and/or families of exceptional children
45. Handle certain clerical responsibilities for professional personnel.	Transmit information to professional personnel with regard to the exceptional child and his parents.	Role of sub-professional personnel in relation to this program and/or facility
46. Report or record behavioral changes in each child.	Maintain adequate records on each child.	Responsibilities of sub-professionals to professional personnel
47. Assist professional staff in overall evaluation of the progress of each child.	Evaluate progress of each child in relation to desired goals.	Ethical behavior and importance of confidential information
48. Observe children for special behavior patterns and responses.	Reinforce desired behavior in a positive way.	Methods to use in recording children's behavior
49. Maintain discipline to prevent children from harming themselves and others.	Similarities in basic needs of retarded and "normal" children	Need for continuing evaluation of children in the particular program of the facility
		Typical behavior patterns and defense mechanisms
		Special needs of retarded children
		Special techniques of guidance and discipline to use when shaping behavior patterns of exceptional children

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
50. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training.	Plan and direct various types of motor activities for exceptional children.	Games, art and crafts, and recreational activities for exceptional children
51. Guide exceptional children in activities involving mental abilities and intellectual-emotional development.	Direct various types of planned activities.	Appropriate story-time, music, and science activities
52. Feed exceptional children or assist these children with mealtime activities.	Show children with limited ability how to eat properly.	Eating habits and basic etiquette to be expected of exceptional children
53. Direct exceptional children in activities involving language abilities.	Encourage the child's development of language ability.	Guidelines to follow when directing activities involving language abilities
54. Assist exceptional children with activities involving social skills.	Teach appropriate social behavior.	Techniques to follow when directing activities involving social skills
55. Train exceptional children in self-help skills.	Observe educational techniques and safety practices when working with children.	Procedures to follow when helping children with toileting and dressing
		Basic home nursing procedures for care of non-ambulatory child

CLOTHING ASSISTANT

## CLOTHING ASSISTANT JOB ANALYSIS

(Used in interviews with head alteration personnel in stores and cleaning establishments.)

Name of Business

Date

### Person Interviewed

## Interviewer

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a clothing assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A clothing assistant assumes numerous responsibilities in the alteration and care of clothing in such situations as a department store or drycleaning establishment. Working under the supervision of alteration personnel he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Perform duties assigned to clothing assistant.				
2. Examine garment on customer.				
3. Analyze fitting problems.				
4. Fit garments and mark or pin needed alterations.				
5. Select appropriate tools and equipment for each task.				
6. Care for equipment.				
7. Use equipment efficiently and safely.				
8. Work in an efficient manner.				
9. Interpret alteration markings on tags or garments.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10. Make alterations using appropriate construction techniques.				
11. Repair clothing using appropriate sewing techniques.				
12. Use appropriate pressing equipment and techniques.				
13. Press during each alteration process as needed.				
14. Press finished garment.				
15. Receive and label garments brought in by customers.				
16. Bag garments after cleaning.				
17. Keep records of work completed.				
18. Recognize characteristics of fabrics of different fiber content.				
19. Use appropriate construction and pressing techniques with different fabrics.				

COURSE UNIT I

WHAT IS A CLOTHING ASSISTANT?

OBJECTIVES:      Become aware of tasks and competencies involved in working as a clothing assistant.  
                    Evaluate self in terms of personal qualities related to success as a clothing assistant.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Perform duties assigned to clothing assistant.	Relate job opportunities to own personal qualities and to the type of alteration department.	Job opportunities for clothing assistant Importance of an alteration department to a business establishment Responsibilities of alteration tailor and clothing assistant Satisfaction derived by working as clothing assistant Personal qualities and abilities needed by a successful clothing assistant Factors which contribute to good employer-employee, employee-employee, and employee-customer relations

COURSE UNIT II

FITTING READY-MADE GARMENTS

**OBJECTIVES:**

- 1. Examine garment and analyze fitting problems.
- 2. Identify procedure for making desired alterations on garment for proper fit.
- 3. Appreciate importance of a well-fitted garment for comfort and attractiveness.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>2. Examine garment on customer.</p>	<p>Check garment on customer, examining:</p> <ul style="list-style-type: none"> <li>Location and slope of shoulder line</li> <li>Position of waistline</li> <li>Location of grain lines</li> <li>Length of bodice and sleeve</li> <li>Position of darts in bodice and sleeve</li> <li>Ease at bust</li> </ul>	<p>Fitting as a most important ability in becoming a successful clothing assistant</p> <p>Importance of a well-fitted garment</p> <p>Importance of grain line in fit of garment</p> <p>Measurement of waistline</p> <p>Ease at hip line</p> <p>Hemline</p> <p>Location of side seams</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>3. Analyze fitting problems.</p> <p>4. Fit garment and mark or pin needed alterations.</p>	<p>Note figure proportions of customer that create fitting problems.</p> <p>Analyze fitting problems of customer.</p> <p>Offer suggestions to customer for desirable alterations when requested..</p> <p>Fit garment to satisfaction of customer.</p> <p>Maintain grain line in fitting.</p> <p>Mark or pin garment indicating desired alterations.</p>	<p>Causes of fitting problems in terms of figure proportions and posture problems.</p> <p>Characteristics of a well-fitted garment</p> <p>Types of alterations that eliminate common fitting problems</p> <p>Markings which are used to indicate the alteration to be made</p>

COURSE UNIT III

SELECTION, USE, AND CARE OF EQUIPMENT

OBJECTIVES:

Recognize factors to consider in the selection, use, and care of equipment needed in making clothing alterations and repairs.

Identify and practice safety precautions in the use of equipment.

Recognize importance of efficient use of time and energy when making repairs and alterations.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
5. Select appropriate tools and equipment for each task.	Select and purchase (when self-employed) sewing equipment and tools, such as sewing machines, irons, and small tools, needed for working efficiently as clothing assistant.	The tools of the trade and the major function each serves The importance of selecting the most efficient tool or equipment for the job to be performed
6. Care for equipment.	Select small tools and equipment appropriate for particular sewing job.  Keep sewing machine clean and oiled.	Basis for selection of sewing tools and equipment in relation to fabric and construction techniques Cleaning procedures and materials for cleaning
7. Use equipment efficiently and safely.	Maintain other kinds of equipment and tools in optimum working condition.  Operate efficiently various types of sewing equipment.	Importance of proper maintenance of equipment for efficiency Relation of equipment and technique to speed and fatigue

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Arrange efficient work center, placing equipment within easy reach when sewing, considering proper height of work surfaces.</p> <p>Use accepted shop safety practices.</p>	<p>Importance of developing good habits in use of sewing equipment</p> <p>Work center as an important factor in speed of production and in fatigue of worker</p> <p>Hazards common in use of equipment</p>	<p>Importance of using safety precautions</p>

## COURSE UNIT IV

### GUIDES TO CLOTHING ALTERATIONS

**OBJECTIVES:** Select and use the correct handstitch for various types of alterations and repairs.

Interpret alteration markings on garments or tags.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Work in an efficient manner.	<p>Use efficient methods of sewing.</p> <p>Organize work before starting to sew.</p> <p>Maintain clean and orderly work surface.</p> <p>Assess method of work to improve speed and quality of work.</p> <p>Follow instruction listed on tag.</p> <p>Rip stitching without damaging fabric.</p>	<p>Efficient method of performing a skill with safety, comfort, and speed</p> <p>Importance of clean work surface and hands in handling customer's garments</p> <p>Necessity for orderly work surface for efficient production of high quality work</p> <p>Importance of meeting customer expectation in alterations</p> <p>Importance of observing original construction of garment before ripping</p> <p>Possible damage resulting from carelessness</p>
9. Interpret alteration markings on tags and garments.		<p>Importance of high-quality work.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Relation of speed and quality workmanship to success of business

COURSE UNIT V

WOMEN'S CLOTHING ALTERATIONS

**OBJECTIVES:** Identify and use methods which will result in professional-looking alterations.  
Appreciate value and importance of quality workmanship.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>10. Make alterations using appropriate construction techniques, such as:</p> <p>Shorten or lengthen coats, dresses, and skirts</p> <p>Lengthen or shorten bodice</p> <p>Increase or reduce bust size</p> <p>Increase or decrease hip measurement</p> <p>Enlarge or decrease waist measurement</p> <p>Change location and length of darts</p>	<p>Select construction technique appropriate for making each type alteration or repair.</p> <p>Perform skillfully such construction techniques as:</p> <p>Making seams</p> <p>Finishing seams</p> <p>Making darts or tucks</p> <p>Hemming</p> <p>Understitching</p> <p>Joining skirt and bodice</p> <p>Sewing in zipper</p> <p>Attaching skirt band</p>	<p>Relation of appropriate construction technique to fabric and style</p> <p>Standards and techniques of professional-looking alterations</p>

COURSE UNIT VI

MEN'S CLOTHING ALTERATIONS

OBJECTIVES:

- 1. Identify and use methods which will result in professional-looking alterations.
- 2. Appreciate value and importance of quality workmanship.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Make alterations using appropriate construction techniques, such as: Shorten or lengthen trousers, coat sleeves, and suit coats Taper legs of trousers Adjust crotch of trousers Replace pockets Remove excess width in coats Enlarge or decrease waist measurement	Produce high quality work. Select construction technique appropriate for making each type of alteration. Perform skillfully such construction techniques as: Making seams Finishing seams Hemming	Relation of appropriate construction technique to fabric and style Standards and techniques of professional-looking alterations

COURSE UNIT VII  
CLOTHING REPAIRS

OBJECTIVES: Identify and use methods which will result in professional-looking repairs.  
Appreciate value and importance of quality workmanship.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Repair clothing using appropriate sewing techniques such as:	Perform skillfully such repairs as:  Replace zippers Sew on fasteners Repair hems Sew rips and seams Mend tears and rips Patch garment Darn Mend lining	Standards and techniques of professional-looking repairs  Sewing in zippers Sewing fasteners Mending and darning

COURSE UNIT VIII  
PRESSING TECHNIQUES

**OBJECTIVES:**      Recognize the relationship between pressing and the appearance of the garment.  
                             Apply correct procedures for pressing various fabrics and construction processes.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Use appropriate pressing equipment and techniques.	<p>Determine and use technique of pressing suitable for fabric by:</p> <p>Experimenting to find the best procedure--amount of pressure, moisture, and correct temperature to use on fabric</p> <p>Reading labels to determine temperature to use when pressing fabric</p>	<p>Characteristics of fabric that influence pressing procedure and temperature control</p> <p>Iron or presser controls</p> <p>Importance of testing samples (seams) due to great variety of fabric combinations on market</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Press during each alteration process as needed.	<p>Use correct techniques when pressing each construction process, such as hems, curves, darts, seams.</p> <p>Press to shape or mold pieces of garments.</p>	<p>Importance of pressing as an essential part of altering and repairing</p>
14. Press finished garment.	<p>Use desirable sequence in final pressing of garment.</p> <p>Press with grain line.</p> <p>Press to mold garment.</p>	<p>Correct pressing techniques which contribute to achievement of high standard workmanship</p> <p>Pressing to shape or mold a piece and its importance in fit of garment</p> <p>Importance of sequence in pressing of garment</p> <p>Importance of pressing with grain line in determining appearance of garment</p>

COURSE UNIT IX

PROCEDURES IN DRYCLEANING ESTABLISHMENTS

OBJECTIVES:

- 1. Identify procedures for receiving, labeling, and bagging garments.
- 2. Evaluate self in terms of attitudes and appearance.
- 3. Become familiar with steps in the drycleaning process.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Receive and label garments brought in by customers.	Receive garments and accurately record the necessary information.	Importance of attitude and appearance during contacts with customers
16. Bag garments after cleaning.	<p>Label garments accurately.</p> <p>Bag garments in an efficient manner.</p>	<p>Methods of labeling garments</p> <p>Procedures used for "spotting" and cleaning garments</p> <p>Pressing equipment used in dry-cleaning establishments</p> <p>Methods used for bagging and hanging garments</p>

COURSE UNIT X  
BUSINESS ASPECTS

OBJECTIVE: Keep accurate records as required by the employer.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS	
		Importance of records to determine costs and income	Records needed for financial department
17. Keep records of work completed.	<p>Keep records expected by business establishment.</p> <p>Help manager estimate time of construction as basis for developing cost chart, when asked to do so.</p>	<p>Importance of records to determine costs and income</p> <p>Records needed for financial department</p> <p>Importance of completing work on schedule</p>	

COURSE UNIT XI

PERSONALITIES OF FABRICS

OBJECTIVES:

- Describe characteristics of different fabrics.
- Select construction and pressing techniques in terms of fiber content of garment.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Recognize characteristics of fabrics of different fiber content.	Identify fabric content of garments.	Characteristics of different fibers and fabrics
19. Use appropriate construction and pressing techniques with different fabrics.	Make alterations and repairs using methods appropriate to the fiber content of the garment.	Construction techniques to use with different fabrics Procedures for pressing different fabrics

COMPANION TO ELDERLY

## COMPANION TO THE ELDERLY JOB ANALYSIS

(Used in interviews with directors of nursing homes and homes for the elderly, nurses and companions to the elderly)

Name of Home \_\_\_\_\_

Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a companion to the elderly. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A companion to the elderly assumes numerous responsibilities in a home for the elderly assisting with the care of elderly persons. Working under the supervision of a person experienced in care of the elderly, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Become oriented to work situation.				
2. Learn what is required of a companion to the elderly.				
3. Observe policies concerning work schedules, absences, and health regulations.				
4. Work cooperatively with staff and accept instruction and guidance from supervisory personnel.				
5. Participate in staff planning and evaluating sessions concerned with policies and program.				
6. Help to evaluate own progress in meeting responsibilities in the home.				
7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed.				
8. Understand needs of elderly persons and their implications for giving satisfactory service.				

	DAILY	OCCASIONALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9. Assist the elderly person with psychological needs.				
10. Assist the elderly person in grooming and dressing.				
11. Perform daily clothing care tasks.				
T2. Launder, iron or press, fold, and put away clothing.				
T3. Obtain clothing care services as needed.				
14. Help plan suitable meals for elderly person.				
15. Follow standard procedures for preparing a variety of foods.				
16. Observe sanitary practices in handling food and equipment.				
17. Serve meals in manner prescribed by employer.				
T8. Perform cleaning tasks as needed to maintain clean, orderly, and attractive living areas.				
T9. Make beds.				
20. Care for decorative accessories.				
21. Observe proper safety measures to prevent accidents.				
22. Take appropriate actions in an emergency.				
23. Observe accepted procedures for reporting signs of illness or discomfort in elderly persons.				
24. Move elderly person as needed.				
25. Assist elderly persons who have various handicaps.				
26. Assist with recreational activities.				

PROPOSED  
SCHEDULE

DAILY OCCASION-  
ALLY DOES NOT  
APPLY

27. Accompany elderly person to barber shop, beauty shop, doctor's office, shopping, or to a movie.		
28. Shop and run errands for the elderly person.		
29. Accompany person to church, to social gatherings, to call on friends.		
30. Assist the elderly person in entertaining family and friends.		
31. Assist the elderly person with correspondence and telephone calls.		

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COURSE UNIT I

WHAT IS A COMPANION TO THE ELDERLY?

OBJECTIVES: Become aware of tasks, competencies, and opportunities involved in working as a companion to the elderly.

Recognize employment opportunities for the companion to the elderly.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Become oriented to work situation.	List purposes and nature of the home for the elderly in the community.	Purposes and objectives of home for the elderly Reasons elderly persons are placed in homes Different types of homes for the elderly
2. Learn what is required of a companion to the elderly.		Characteristics of an approved home for the elderly Laws and regulations which influence home policies and program activities Responsibilities assigned to a companion to the elderly Importance of a companion in the operation of a home for the elderly

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Analyze employment opportunities and training needs.</p> <p>Evaluate own personal qualities in relation to desirable characteristics of persons working as companions to the elderly.</p> <p>Accept and follow policies of the home.</p> <p>3. Observe policies concerning work schedules, absences, and health regulations.</p>	<p>Employment opportunities for trained workers in geriatrics</p> <p>Need for trained personnel in positions related to geriatrics</p> <p>Personal characteristics desirable in those who work with the elderly</p> <p>Necessity for following regulations specified by the home</p> <p>Reasons for not accepting gifts or money from elderly persons</p>	

COURSE UNIT II

COMPANION TO ELDERLY--A MEMBER OF THE TEAM

OBJECTIVES:

- 1. Recognize factors which contribute to successful working relationships with others.
- 2. Assess own personal qualities in relation to job requirements.
- 3. Evaluate self periodically.
- 4. Identify factors involved in planning a satisfactory schedule for elderly persons.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
4. Work cooperatively with staff and accept instruction and guidance from supervisory personnel.	Work under supervision and follow directions effectively.	<p>Importance of guidance from director in helping aide assume her role in the home</p> <p>Necessity for teamwork and cooperation among members of the staff</p> <p>Influence of behavior and attitudes of others on the behavior of the elderly</p> <p>Relationship between understanding self and understanding others</p> <p>Ethical principles involved in working with the elderly and staff at the home</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>5. Participate in staff planning and evaluating sessions concerned with policies and program.</p>	<p>Communicate with staff members in planning sessions.</p>	<p>Importance of group planning sessions</p>
<p>6. Help to evaluate own progress in meeting responsibilities in the home.</p>	<p>Evaluate own personal qualities, job responsibilities, and performance.</p>	<p>Need for self-evaluation of job performance</p> <p>How to use results of self-evaluation to improve job performance</p>
<p>7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed.</p>	<p>Work with elderly persons and staff in job duties beyond giving and receiving instructions.</p> <p>Help maintain daily routines and activities.</p>	<p>Importance of assuming assigned responsibilities and contributing to the home program</p> <p>Importance of schedule and routines to the home's activities</p> <p>Types of activities which should be provided in the daily schedule of a home for the elderly</p>

COURSE UNIT III

THE ELDERLY PERSON

OBJECTIVES:

- 1. Recognize basic needs of elderly persons.
- 2. Describe needs of elderly persons with different types of disabilities.
- 3. Describe characteristics of elderly persons.
- 4. Analyze implications of these needs for providing satisfactory service.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Understand needs of elderly persons and their implications for giving satisfactory service.	Help create comfortable environment for elderly persons and help them feel secure and self-confident.	<p>The family life cycle Basic needs Psychological and emotional changes Role changes Physical changes</p> <p>Types of disabilities common to the elderly</p> <p>Needs created by various disabilities</p> <p>Characteristics of elderly persons</p>

COURSE UNIT IV

PSYCHOLOGICAL NEEDS

OBJECTIVES:

- Describe ways to help elderly person accept his stage in the life cycle.
- Explain ways to help elderly persons maintain dignity, sense or worth, and interest in life.
- Identify religious and cultural values, patterns, and differences.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Assist the elderly person with psychological needs.	<p>Help each elderly person accept his stage in the life cycle.</p> <p>Help elderly persons maintain dignity, sense of worth, and interest in life</p>	<p>Ways to help elderly persons accept their stage in the life cycle</p> <p>Ways to help elderly person learn the established routines of the home</p> <p>Working with the family of the new patient</p> <p>Encouraging person to help himself as much as possible in daily activities</p> <p>Value of self-care</p> <p>Helping elderly persons broaden their horizons</p> <p>Religious and cultural values, patterns and differences</p> <p>Basic emotional needs of the elderly</p> <p>Understand emotions of elderly.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Characteristics of the elderly person's emotions</p> <p>Dealing with behavioral problems</p> <p>Terminal illness and death</p> <p>Importance of consistent good humor in care of elderly persons</p> <p>Appropriate reactions to unpleasant situations</p>

COURSE UNIT V

PHYSICAL NEEDS--GROOMING AND DRESSING

OBJECTIVES:

- Describe procedures for bathing an elderly person.
- Describe techniques for helping the elderly person change clothes.
- Identify procedures for shampooing and arranging hair.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Assist the elderly person in grooming and dressing.	Prepare and give bath.	Procedures for tub bath, shower, and bed bath Safety measures when bathing an elderly person Skin care
		Care of teeth, mouth, and dentures
		Select appropriate procedures in assisting or dressing the elderly person.
		Follow acceptable procedures for shampooing and arranging hair.
		Give manicures and pedicures.
		Observe acceptable procedures for shaving.

COURSE UNIT VI

PHYSICAL NEEDS--CLOTHING CARE

**OBJECTIVES:**

- 1. Describe procedures for laundering clothing.
- 2. Describe procedure for pressing and repairing clothing.
- 3. Apply storage principles to clothing.
- 4. Explain how to polish shoes.
- 5. Summarize procedures for obtaining clothing care services.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Perform daily clothing care tasks.	Give clothing daily care.	Procedures for hanging and putting away clothing Storage of soiled clothing Supplies and procedures for polishing shoes
12. Launder, iron or press, fold, and put away clothing.	Polish shoes. Decide what fabric and colors may be laundered together.	Types of fabrics and colors which can be safely laundered together Types of soil Effects of various laundry supplies and different water temperatures on fabrics and colors Types of pre-treatment for stain removal

TASKS	STUDY ASSIGNMENTS	WORK EXPERIENCES
<p>Importance of thorough rinsing</p> <p>Purposes and parts of dryer</p> <p>Procedures for using dryer</p> <p>Correct procedures for cleaning special articles</p>	<p>Methods of loading laundry equipment and selecting water levels, temperatures, and time</p>	<p>Use washer and dryer correctly.</p>
<p>Differences between soaps and synthetic detergents and "mild" and "heavy duty" products</p> <p>Purpose and uses of fabric softeners and bleaches</p> <p>Relationship between type of detergent, water temperature, and washing time</p> <p>Efficient methods of ironing</p>	<p>Convenient arrangement of equipment for ironing</p>	<p>Fold clothes and linens neatly.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Obtain clothing care services as needed.	Put laundry away carefully. Obtain clothing care services.	Suitable storage of clean clothes and linens Procedures for obtaining clothing care services

COURSE UNIT VII

PHYSICAL NEEDS--FOOD

**OBJECTIVES:**

- Summarize nutritional needs of elderly persons.
- Explain guides for planning nutritious meals for the elderly.
- Describe procedures to be used in the preparation of quality food products.
- Recognize principles of sanitation which apply to food preparation.
- Describe procedures for setting the table for different types of service.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Help plan suitable meals for elderly persons.	Observe special nutritional needs and food problems of elderly persons.	Basic Four Food Groups and functions of each Nutritional needs of elderly Diet terminology Kinds of diets and diet supplements Menu planning
15. Follow standard procedures for preparing a variety of foods.	Use Basic Four Food Groups in menu planning. Recognize personal habits, likes, and dislikes. Follow standard recipes.	Common food habits of elderly persons Terminology, abbreviations, substitutions, and equivalents used in recipes

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Importance of following standard procedures when using a recipe</p> <p>Characteristics of a standard recipe</p> <p>Procedures to follow when measuring and weighing foods</p> <p>Various processes of food preparation</p> <p>Correct temperatures for preparing foods</p> <p>Principles of storing food and supplies</p> <p>Types of food-borne illness</p> <p>Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food</p> <p>Procedures to follow to prevent food-borne illnesses</p> <p>Necessity for evaluation of personal habits related to cleanliness and sanitation</p>
		<p>Use standard weights and measures in preparing foods.</p> <p>Prepare foods following standardized procedures and recipes.</p> <p>Assemble ingredients and equipment for various processes of food preparation.</p> <p>Store food and supplies in appropriate facilities.</p> <p>Use judgment in handling food, equipment, and supplies in a sanitary manner.</p> <p>16. Observe sanitary practices in handling food and equipment.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Wash dishes and utensils using efficient, sanitary techniques and appropriate materials and equipment.</p> <p>Perform housekeeping tasks assigned in an efficient and sanitary manner.</p>	<p>Appropriate procedures for dishwashing</p> <p>Proper use and care of dishwashing equipment</p> <p>Importance of maintaining all surfaces in a sanitary manner</p> <p>Difference between cleaning and sanitizing</p>	<p>Procedures for cleaning and sanitizing surfaces and equipment</p> <p>Procedures for cleaning tables and chairs</p> <p>Terms related to table settings</p> <p>Methods of setting table</p>
<p>Select the correct materials for cleaning tables and chairs.</p> <p>Set tables in manner prescribed by employer.</p> <p>Serve food using appropriate procedures.</p> <p>17. Serve meals in manner prescribed by employer.</p>	<p>Techniques used in serving food</p> <p>Order in which service is performed for different meals</p> <p>Importance of scanning trays to make sure that all trays contain the specified portions to meet the qualifications and standards of the menu</p> <p>Ways to serve food in an attractive manner</p>	<p>Examine trays for completeness according to a prescribed manner.</p> <p>Serve food in appetizing manner and in appropriate quantities.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Feed the elderly person when necessary.	Quantities of food appropriate for elderly persons Procedures for handling food Importance of eating as a social occasion Equipment for feeding an elderly person Procedures for feeding an elderly person	

COURSE UNIT VIII

PHYSICAL NEEDS--MAINTAINING LIVING AREAS

OBJECTIVES:

- Follow correct procedures in selection, use and care of the equipment and supplies necessary for performing tasks.
- Follow acceptable methods and sequences when performing all cleaning tasks.
- Recognize and use sanitary procedures in performing all cleaning tasks.
- Relate elements and principles of design to arranging flowers and accessories.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Perform cleaning tasks as needed to maintain clean, orderly, and attractive living areas.	<p>Plan sequence of cleaning tasks.</p> <p>Evaluate own work.</p> <p>Select, use, and care for equipment and supplies.</p>	<p>Sequencing tasks to avoid upsetting daily routine of elderly</p> <p>Standards of cleanliness to be met in homes for the elderly</p> <p>The proper equipment and supplies to use in performing tasks</p> <p>Correct use of a variety of equipment and supplies to minimize confusion and noise</p> <p>General procedures to follow in caring for equipment and supplies</p> <p>Recognize safety hazards that may cause accidents.</p> <p>Safety principles necessary in using equipment and supplies</p> <p>Principles of body mechanics</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Collect and empty trash, ash trays, partially filled glasses, pitchers, and ice buckets.	Procedures for collecting and emptying trash and glasses	Safety procedures to follow in removing and replacing light bulbs
Remove and replace light bulbs when necessary.	Major categories of flooring and acceptable methods for cleaning each type	Major categories of flooring and acceptable methods for cleaning each type
Clean different types of flooring using proper method of cleaning.	Different types of mopping	Procedures for dusting, mopping, and scrubbing
Use a variety of cleaning and sanitizing supplies.	Purpose of sanitizing bathroom	Procedure for cleaning and sanitizing bathroom
Use vacuum attachments or dust cloth and furniture polish.	Methods of dusting and polishing furniture	Procedure for removing bed linens
Remove soiled linens and deposit in designated places.	Careful and sanitary handling of linens	Methods of bed making required by employer
19. Make beds.	Put clean linens on bed quickly and efficiently.	Care of house plants
20. Care for decorative accessories.	Care for house plants and arrange flowers and accessories.	Care of house plants

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Elements and principles of design</p> <p>Types of flower arrangements</p> <p>Procedures for making flower arrangements</p> <p>Arranging accessories</p>

COURSE UNIT IX

PHYSICAL NEEDS-HEALTH AND SAFETY

OBJECTIVES: Recognize importance of observing safety practices and being alert to safety hazards.

Identify proper first aid practices and know limits of aid which can be administered.

Describe symptoms of illness.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
21. Observe proper safety measures to prevent accidents.	<p>Help insure safety of elderly persons.</p> <p>Observe safety regulations.</p>	<p>Types of home accidents</p> <p>Causes of home accidents</p> <p>Hazards to elderly and handicapped persons</p>
22. Take appropriate actions in an emergency.	<p>Observe and remove sources of danger.</p> <p>Keep the home orderly and safe.</p> <p>Remain calm when emergencies occur.</p>	<p>Safety practices in care of elderly</p> <p>Importance of foreseeing and avoiding hazardous situations</p> <p>Need to inform director of the home concerning problems such as hazards, maintenance needs, need for safety devices</p> <p>Procedures to follow for various emergencies</p> <p>Proper methods of first aid treatment for minor accidents</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>23. Observe accepted procedures for reporting signs of illness or discomfort in elderly persons.</p>	<p>Handle emergencies calmly and intelligently.</p> <p>Fill out an accident or incident report.</p>	<p>Information needed for accident or incident report</p> <p>Importance of completeness and accuracy in filling out report</p> <p>Reasons for and uses of accident and incident reports</p>
<p>Recognize and report early signs of illness or discomfort in elderly persons.</p>	<p>Characteristic symptoms of illness or discomfort</p> <p>Prevention of decubitus ulcers (bed sores)</p>	<p>Care of the patient with decubitus ulcers</p>

COURSE UNIT X

PHYSICAL NEEDS--SPECIAL PROBLEMS

OBJECTIVES:

- Describe procedures for care of the bed patient.
- Explain how to transfer an elderly person from one place to another.
- Explain ways to assist an elderly person with walking or exercise.
- Utilize appropriate procedures in care of the elderly person with special problems.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS	
		24. Move elderly person as needed.	25. Assist elderly person with elimination.
		Turn elderly person in bed.	Transfer elderly person.
		Use of bed rails	Operation of a wheel chair
		Turning bed fast person in bed	Precautions when assisting with walking
		Procedures for turning elderly person	
		Procedures for placing elderly person on bedpan	
		Procedures for offering urinal	
		Care of the incontinent patient	
		Procedures for transferring elderly person from bed to chair, chair to walker, wheel chair to elevated toilet, chair to bath tub	

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Procedures for assisting elderly persons in walking	
	Walking devices	
	Routine exercises	
Assist with exercises.		Importance of physical therapist's guidance in use of proper methods
Care for hearing aid.		Care of the hearing aid
	Help the patient to communicate.	Ways to assist the hearing- or speech-handicapped person to communicate
	Care for the blind patient.	Guidelines in care of a blind person
	Care for the mentally ill patient.	Guidelines in care of the mentally ill person

COURSE UNIT XI

PHYSICAL NEEDS--RECREATION

**OBJECTIVES:**

- 1. List recreational needs and interests of elderly persons.
- 2. Describe ways to motivate participation in recreational activities.
- 3. Demonstrate ability to select and read materials suitable for the elderly person.
- 4. Direct games appropriate for elderly persons.
- 5. Plan programs and activities for elderly persons.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
26. Assist with recreational activities for elderly persons.	<p>Determine needs and interests of elderly persons.</p> <p>Motivate the elderly person to participate in recreational activities.</p>	<p>Needs and interests of elderly persons enjoyed by elderly persons</p> <p>Techniques for motivating participation</p> <p>Importance of sensitivity</p> <p>Establish rapport with others.</p> <p>Select and read suitable materials to the elderly person.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Select and play appropriate games with elderly person.</p> <p>Plan programs and activities of interest to elderly persons.</p>	<p>Games appropriate for elderly persons</p> <p>Planning and organizing programs, activities, and recreation such as:</p> <ul style="list-style-type: none"> <li>Arts and crafts</li> <li>Music</li> <li>Writing and journalism</li> <li>Physical activities</li> <li>Social activities</li> </ul>	

COURSE UNIT XII

PERSONAL, SOCIAL, AND BUSINESS MATTERS

**OBJECTIVES:**

- 1. Describe responsibilities of companion on shopping trips and errands.
- 2. Describe procedures for keeping records and receipts of money.
- 3. Explain role of companion on social calls.
- 4. Demonstrate social poise when entertaining and acting as a host or hostess.
- 5. Describe ways to entertain an elderly person.
- 6. Employ rules for writing letters and notes.
- 7. Demonstrate telephone etiquette.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
27. Accompany elderly person to barber shop, beauty shop, doctor's office, shopping, or to a movie.	Assist the elderly person with personal matters.	Role of companion when accompanying elderly person to public places
28. Shop and run errands for the elderly person.	Identify information needed for making specific purchases or arrangements.	<p>Reasons for checking with employer before agreeing to shop or run errands</p> <p>Information needed when shopping for an elderly person</p> <p>Importance of accuracy in taking orders</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>29. Accompany person to church, to social gatherings, to call on friends.</p> <p>30. Assist the elderly person in entertaining family and friends.</p>	<p>As assume an appropriate role on social calls.</p> <p>Perform duties of a host or hostess.</p> <p>Make introductions.</p> <p>Observe rules of etiquette.</p> <p>Prepare refreshments and simple guest meals.</p>	<p>Types of questions to use in determining needs</p> <p>Principles of consumer buying</p> <p>Handling money</p> <p>Records and receipts</p> <p>Importance of accuracy in handling money</p> <p>Role of companion when accompanying elderly person socially</p> <p>Obligations of the host or hostess</p> <p>Guidelines for introductions</p> <p>Rule of etiquette</p> <p>Refreshments</p> <p>Simple guest menus</p>
<p>31. Assist the elderly person with correspondence and telephone calls.</p>	<p>Write social letters and notes.</p> <p>Address greeting cards.</p> <p>Use telephone following appropriate procedure.</p>	<p>Letter writing</p> <p>Telephone etiquette</p> <p>Necessity for accuracy in recording information resulting from telephone conversations</p>

CONSUMER AIDE

## CONSUMER AIDE JOB ANALYSIS

(Used in interviews with owners, manager,  
and employees of business establishments)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a consumer aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A consumer aide assumes numerous responsibilities in businesses in assisting consumers and providing consumer information in such situations as grocery stores, department stores, or appliance stores. Note: The chief function of a consumer aide is to produce consumer information and assistance. The on-the-job experiences of a consumer aide do not include selling, sacking, or stocking merchandise. Working under the supervision of experienced personnel, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Answer telephone and perform clerical duties when necessary.				
5. Greet and assist consumers in a pleasant and efficient way.				
6. Work in an efficient manner.				
7. Become familiar with merchandise.				
8. Read and recall label and product information.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9. Assist consumers in locating merchandise in the store.				
10. Discuss features, qualities, functions, use, and care of merchandise with consumers.				
11. Answer consumers' questions about labels, printed information, directions, uses, and care.				
12. Prepare and distribute menus, recipes, and other handouts to consumers.				
13. Prepare and arrange consumer information displays and exhibits.				
14. Demonstrate use, storage, and care of products and equipment to consumers.				
15. Lecture on product or equipment use and conduct classes for consumer groups in school and community.				
16. Post unit prices.				
17. Care for children while parents shop.				
18. Help keep store clean and orderly.				

COURSE UNIT I

WHAT IS A CONSUMER AIDE?

OBJECTIVES: Become aware of tasks and competencies involved in working as a consumer aide.  
Evaluate self in terms of personal qualities related to success as a consumer aide.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of store.  Tasks assumed by employees in consumer service	Job opportunities in the field of consumer service  Personal qualities and abilities needed by a successful consumer aide  Importance of self evaluation Criteria for successful performance of a job  Ways to use these criteria to evaluate personal progress in meeting job requirements

COURSE UNIT II

WORKING WITH OTHERS

OBJECTIVES:

- Identify policies and procedures which relate to the position of consumer aide.
- Recognize the relationship between job success and interpersonal relationships.
- Apply policies and rules of conduct to particular job.
- Describe attitudes toward interpersonal relationships which are conducive to job success.
- Practice techniques which make the consumer feel welcome and comfortable.
- Apply principles of motion economy to tasks performed on the job.
- Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.	Accept and follow policies of the business firm.  Importance of following policies and procedures in a particular business operation	Typical policies and procedures of business establishments  Importance of following policies and procedures in a particular business operation  Need for flexibility in performance of duties as a consumer aide
3. Accept instruction and guidance from supervisory personnel.	Accept and follow directions and instruction from persons in authority.	Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
4. Answer telephone and perform clerical duties when necessary.	Answer telephone following prescribed procedure.	Importance of willingness to accept and carry out various assigned tasks Importance of neatness and accuracy in recording information resulting from telephone conversations
5. Greet and assist consumers in a pleasant and efficient way.	Perform clerical duties assigned to a consumer aide. Establish rapport with others. Assist consumers.	Importance of neatness and accuracy in performing clerical duties Importance of first impressions Procedures for assisting consumers
6. Work in an efficient manner.	Leave a good impression with consumers.	Importance of positive contacts with consumers
	Perform tasks in an efficient manner.	Efficient work methods suitable for a business establishment
	Maintain clean and orderly work surface.	Importance of clean work surface and hands when handling merchandise
		Maintaining orderly work areas

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVES: Demonstrate familiarity with merchandise and prices.

Read and interpret label and product information.

Evaluate product information from a variety of sources.

Describe characteristics of various merchandise.

Describe the effects of various characteristics upon selection, use, and performance of a specific item.

Demonstrate knowledge of merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
7. Become familiar with merchandise.	Provide information about merchandise.	Information about merchandise which may be of interest to consumers
8. Read and recall label and product information.	Cite information from hang tags, labels, instruction books, guarantees, and other sources.	Ways to provide information which will help consumers reach buying decisions

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Assist consumers in locating merchandise in the store.	Locate merchandise in store.	Ways to keep up with product developments Techniques for learning and remembering location of merchandise
10. Discuss features, qualities, functions, use, and care of merchandise with consumers.	Describe features and qualities of various merchandise.	Construction and production techniques Value of various features Signs of quality Brand names Terms related to merchandise
11. Answer consumers' questions about labels, printed information, directions, uses, and care.	Use appropriate merchandise terms. Recommend uses for various merchandise. Recommend care and treatment of various merchandise.	Uses for which various merchandise is suited Care required by various merchandise Questions frequently asked by consumers Maintaining an information file

COURSE UNIT IV

PROVIDING CONSUMER INFORMATION

**OBJECTIVES:**

- Relate the principles and elements of design to handouts, displays, exhibits, and demonstrations.
- Plan handouts which will be of interest to consumers.
- Describe procedures for preparing displays and exhibits.
- Plan demonstrations on products and equipment.
- Plan interesting ways to present consumer information.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Prepare and distribute menus, recipes and other handouts to consumers.	<p>Apply the basic rules for using the elements and principles of design.</p> <p>Develop attractive and informative handouts for consumers.</p>	<p>Elements and principles of design and their application</p> <p>Sources of creative ideas for handouts</p> <p>Building an idea file</p> <p>Testing ideas for workability and acceptability</p> <p>Importance of completeness and accuracy of handouts</p> <p>Techniques for writing handouts</p> <p>Layout principles</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Prepare and arrange consumer information displays and exhibits.	<p>Plan store displays and exhibits providing consumer information.</p> <p>Accept suggestions from supervisory personnel in setting up displays.</p>	<p>Information of interest to consumers</p> <p>Types of displays and exhibits</p> <p>Factors to consider when planning displays and exhibits</p> <p>Principles involved in effective displays and exhibits</p> <p>Equipment and materials for constructing displays and exhibits</p> <p>Characteristics of quality workmanship</p>
14. Demonstrate use, storage, and care of products and equipment to consumers.	<p>Evaluate quality of workmanship.</p> <p>Plan and present informative demonstration on products and equipment.</p>	<p>Effective uses of demonstrations</p> <p>Procedures for planning demonstrations</p> <p>Setting up a demonstration</p> <p>Importance of own appearance and appearance of work area</p> <p>Demonstration techniques</p>
15. Lecture on product or equipment use and conduct classes for consumer groups in school and community.	<p>Prepare lectures and conduct classes on various products or equipment.</p>	<p>Planning a speech or program</p> <p>Presenting a speech or program</p>

COURSE UNIT V  
UNIT PRICING

OBJECTIVE: Use acceptable procedures in working with merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Post unit prices.	Determine unit prices.	Techniques for determining unit prices Methods of posting unit prices Interpreting unit prices to the consumer

COURSE UNIT VI  
CARE OF CHILDREN

OBJECTIVE: Use recommended procedures for care of children.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
17. Care for children while parents shop.	Provide capable care for children when parents are not present.	Children and their needs

COURSE UNIT VII  
CARE AND MAINTENANCE

OBJECTIVES:

Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Help keep store clean and orderly.	<p>Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment and displays.</p> <p>Keep supplies in order for easy accessibility.</p>	<p>Importance of cleaning tasks and attitudes toward performing tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p> <p>Recognize hazards that may cause accidents in a business establishment.</p>

DIETETIC AIDE

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## DIETETIC AIDE JOB ANALYSIS

(Used in interviews with dietitians, supervisors, and administrators of dietary services in hospitals, nursing homes, and other health care facilities.)

Name of Facility \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

**DIRECTIONS:** Please check in appropriate column the responsibilities you expect a student to assume when working as a dietetic aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A dietetic aide assumes numerous responsibilities in patient care in such situations as hospitals, nursing homes, and other health care facilities. Working under the direction of a qualified dietitian, the student performs the following functions:

1. 2. 3. 4. 5. 6.

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Relate personal qualifications to success as a dietetic aide.				
2. Observe policies of the establishment concerning work schedules, absences, and health regulations.				
3. Accept instruction and guidance from supervisory personnel in performing duties assigned as dietetic aide.				
4. Help to evaluate own progress in meeting job responsibilities.				
5. Display a sensitivity to the problems resulting from the infirmities of aging and illness that influence dietary service.				
6. Use nutrition information in planning, preparing, and serving meals for persons of various ages.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
7. Follow diet instructions when filling plates and trays for general and modified diets.				
8. Select proper hand utensil for specific food preparation tasks.				
9. Measure and weigh foods according to specifications listed in standard recipes.				
10. Select and correctly use proper piece of equipment for a specified job in food preparation and service.				
11. Select and correctly use proper piece of equipment for cooking food.				
12. Read recipes and know terminology, and follow directions.				
13. Assemble diet orders and place them on plates and trays.				
14. Verify diet orders by scanning filled plates to insure specified portion and quality of food.				
15. Plan work schedule so foods are ready at serving time.				
16. Prepare beverages.				
17. Follow standard procedures for preparing a variety of foods.				
18. Evaluate quality of food prepared.				
19. Perform dining room services.				
20. Assist in setting up tray assembly line for serving.				
21. Prepare such items, as silverware, napkins, and glassware for tray line.				
22. Examine filled trays for conformance with menu and diet regulations.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
23. Designate trays with name and room number for delivery to patients.				
24. Place food on a portable cart and on trays in such a way that foods remain at the correct temperature.				
25. Carry loaded trays or push serving cart between kitchen and serving areas.				
26. Deliver loaded food carts and trays to patient areas, nursing stations, or dining rooms.				
27. Pick up food carts and empty trays from patient areas, nursing stations, or dining rooms.				
28. Use precautions necessary to avoid accidents in food preparation.				
29. Apply appropriate emergency procedures.				
30. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination.				
31. Follow federal, state, and local sanitation codes.				
32. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness.				
33. Wash utensils and cooking equipment.				
34. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area.				
35. Assist in the management of a dietary office.				
36. Make tabulations for the number of general and therapeutic diets to be prepared and assembled for meals.				

COURSE UNIT I

WHAT IS A DIETETIC AIDE?

OBJECTIVES: Describe the tasks and competencies of a dietetic aide.

Identify job opportunities in the field of dietetics.

Evaluate self in terms of contributions an aide can make toward maintaining high quality dietary service.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Relate personal qualifications to success as a dietetic aide.	Relate job responsibilities to own personal qualities and to type of dietary food service facility.	Job opportunities in the food service industry Types of food service facilities in nursing homes, hospitals, and other related health care institutions Tasks assumed by dietetic personnel Personal qualities and characteristics needed by a successful dietetic aide

COURSE UNIT II

DIETETIC AIDE: A MEMBER OF THE DIETARY TEAM

OBJECTIVES: Explain the contribution of dietary services to the overall operation of hospitals or nursing homes.

Discover the responsibilities of a dietetic aide in coordination with dietary and nursing staff.

Apply policies and rules of conduct to own particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee) which are conducive to job success.

Evaluate own work habits and plan for self-improvement.

Apply the principles of motion economy to tasks performed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the establishment concerning work schedules, absences, and health regulations.	Adhere to established work standards and laws concerning dietary food services.	Federal laws affecting dietary personnel Policies and regulations governing dietary food service standards  Interpret procedures in personnel manual in relation to own duties.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
3. Accept instruction and guidance from supervisory personnel in performing duties assigned as dietary aide.	Accept and follow directions and instruction from persons in authority.	Attitudes which lead to good interpersonal relationships (employer-employee, employee-employee)
	Business policies related to the dietary aide	Organizational pattern of nursing home and hospital personnel

COURSE UNIT III  
DIET THERAPY

**OBJECTIVES:**

- 1. Identify characteristics and needs of the aged and/or sick patient that affect eating habits.
- 2. Relate nutritional information to various food service situations.
- 3. Summarize the food value of specified foods.
- 4. Plan nutritious menus for specific situations.
- 5. Make simple diet modifications.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
5. Display a sensitivity to the problems resulting from the infirmities of aging and illness that influence dietary service.	Exercise judgement and initiative dealing with patients' dietary problems.	Human needs of sick and/or aging patients which require understanding and patience in providing adequate dietary services  Welfare of patient being primary concern of dietary staff
6. Use nutrition information in planning, preparing, and serving meals for persons of various ages.	Recognize factors which influence eating habits.	Relationship between psychological needs of patient and his reactions toward food  Food habits and customs Food fads and fallacies  Use the Basic Four Food Groups in guiding food selection.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Answer questions about the nutritional value of foods served.</p> <p>Recognize nutritional needs of persons of various ages.</p> <p>Assist in planning nutritious menus.</p> <p>Make and follow simple diet modifications.</p> <p>Read and follow instructions on a diet card when filling trays.</p> <p>7. Follow diet instructions when filling plates and trays for general and modified diets.</p>	<p>Nutrients needed by the body</p> <p>Nutritional needs at various ages</p> <p>Factors to consider in menu planning</p> <p>Common diet modifications</p> <p>Diet terminology</p> <p>Kinds of diets and diet supplements: soft, liquid, controlled calorie, restricted calorie, bland, low sodium, diabetic, and fat restricted</p>	

COURSE UNIT IV

SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES:

- 1. Identify the functions of equipment and utensils generally found in dietary food service.
- 2. Explain correct procedures for using dietary food service equipment.
- 3. Describe safety measures to observe when using and caring for equipment.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Select proper hand utensil for specific food preparation tasks.	Select and use appropriate equipment for food preparation tasks.	The selection of appropriate utensil for a particular task
9. Measure and weigh foods according to specifications listed in standard recipes.	Use standard weights and measures in preparing foods.	Procedures to follow when measuring and weighing foods Functions of scales and balances and their use and care

COURSE UNIT V

LARGE EQUIPMENT FOR FOOD PREPARATION AND SERVICE

**OBJECTIVES:**

- Recognize the kinds and functions of equipment used in dietary kitchens.
- Outline correct procedures for using commercial kitchen equipment.
- Select the appropriate piece of equipment for a particular task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Select and correctly use proper piece of equipment for a specified job in food preparation and service.	Use food service equipment correctly.	Procedures for using commercial kitchen equipment Factors related to the care of commercial kitchen equipment Appropriate methods of handling equipment to avoid injury and damage

COURSE UNIT VI

LARGE EQUIPMENT FOR COOKING FOOD

OBJECTIVES: Recognize the kinds and functions of equipment used in dietary kitchens.

Outline correct procedures for using commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Select and correctly use proper piece of equipment for cooking food.	Use food service equipment correctly.	Procedures for using commercial kitchen equipment Factors related to the care of commercial kitchen equipment Appropriate methods of handling equipment to avoid injury and damage

COURSE UNIT VII  
TECHNIQUES OF FOOD PREPARATION

OBJECTIVES: Interpret terms, abbreviations, equivalents, and substitutions used in recipes.

Plan work so as to meet scheduled deadlines.

Adapt the techniques of work simplification to tasks performed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Read recipes and know terminology, and follow directions.	Follow standard recipes accurately.	Importance of following standard procedures when using a recipe Characteristics of a standard recipe
13. Assemble diet orders and place them on plates and trays.	Prepare convenience foods following directions. Portion foods accurately and arrange attractively on plate.	Importance of following standard procedures when using a recipe Importance of following standard directions when preparing convenience foods Reasons for portioning foods Methods used to portion foods

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Verify diet orders by scanning filled plates to insure specified portion and quality of food.	Check food orders quickly for accuracy and quality.	Necessity for accurate portions to insure satisfaction
15. Plan work schedule so foods are ready at serving time.	Schedule work so foods are prepared by serving time.	Purpose of work simplification Work simplification techniques Principles of motion economy which affect job performance

COURSE UNIT VIII  
FOOD PREPARATION

OBJECTIVES: Describe procedures to follow in the preparation and service of certain general and therapeutic diet foods.

Identify standards for quality food product.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Prepare beverages.	Prepare beverages of high quality consistently.	Standard procedures for preparing beverages
17. Follow standard procedures for preparing a variety of foods.	Assemble ingredients and equipment for various processes of food preparation.	Procedure for preparation of sus-tagen
18. Evaluate quality of food prepared.	Judge quality of a variety of foods by sight, odor, and taste.	Ingredients used in various cold and hot foods

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Necessity for consistency in preparation of high quality food products</p> <p>Ways to serve various cold and hot foods</p>

COURSE UNIT IX

FOOD SERVICE PROCEDURES

OBJECTIVES: Explain the value of attractive and orderly dining room service or tray service for patients.

Apply the techniques of work simplification to tray line assembly.

Summarize the importance of efficiency and accuracy in the serving of food to patients and residents.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Perform dining room services	Assist in procedures needed for dining room services.	Methods used in dining room service in nursing homes Advantages and disadvantages of various methods of food service used in nursing homes
20. Assist in setting up tray assembly line for serving.	Set up assembly line according to type of service used in health care facility.	Duties on tray line assembly Relationship of assembly line timing to service of quality foods
21. Prepare such items as silverware, napkins, and glassware for tray line.	Set up assembly line according to kinds of foods being served. Follow directions in preparing items for assembly of patients' trays.	Relationship of methods of work simplification to efficient tray assembly Items to be included on each tray

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
22. Examine filled trays for conformance with menu and diet regulations.	Follow instructions on diet card in filling trays.	Importance of carefully following instructions on diet cards
23. Designate trays with name and room number for delivery to patients.	Examine trays for completeness according to a prescribed manner.	Importance of scanning trays to make sure that all trays contain the specified portions to meet the qualifications and standards of the menu
24. Place food on a portable cart and on trays in such a way that foods remain at the correct temperature.	Follow directions and designate tray to go to each patient's room.	Information to be included on tray cards
25. Carry loaded trays or push serving cart between kitchen and serving areas.	Place food in cart efficiently in order to retain nutrients and quality.	Steps to follow in serving and maintaining foods at correct temperatures
26. Deliver loaded food carts and trays to patient areas, nursing stations, or dining rooms.	Use work simplification techniques when performing this task.	Types of food distribution procedures (centralized versus decentralized)
27. Pick up food carts and empty trays from patient areas, nursing stations, or dining rooms.	Push cart to carry trays quietly using time and energy saving techniques.	Functions of serving carts as an aid to efficient work methods
		Efficient methods of loading and carrying trays
		Importance of tactful, quiet, and efficient methods in performing tasks

## COURSE UNIT X

## SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and sorting of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
28. Use precautions necessary to avoid accidents in food preparation.	<p>Recognize hazards that may cause accidents.</p> <p>Apply safety precautions to prevent accidents.</p>	<p>Conditions which may lead to accidents</p> <p>Necessity of being alert to hazardous situations</p> <p>Precautions to follow in the food preparation area</p>
29. Apply appropriate emergency procedures.	<p>Apply first aid to minor injuries.</p> <p>Use different types of fire extinguishers.</p>	<p>Appropriate methods to use for lifting and carrying objects</p> <p>First aid for minor injuries</p> <p>Types of fire extinguishers to use for different types of fires</p>

COURSE UNIT XI  
SANITATION

OBJECTIVES:

- Identify ways disease may be spread through careless handling of food and equipment.
- Recognize the necessity of appropriate housekeeping and maintenance practices.
- Summarize the need for special care of left-over food and dishes from isolation ward.
- Evaluate personal practices in relation to principles of sanitation.
- Discriminate between cleaning and sanitizing and know when to use each.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
30. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination.	Use judgment in handling food, equipment, and supplies in a sanitary manner.	<p>Types of food-borne illnesses Ways disease and food-borne illnesses may be spread to patients and employees through careless handling of contaminated utensils, equipment, and food</p> <p>Procedures to follow to prevent food-borne illnesses</p> <p>Necessity for evaluation of personal habits related to cleanliness and sanitation</p> <p>Use sanitary practices.</p> <p>Sanitary procedures for handling equipment and utensils</p> <p>Handling equipment and utensils</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>167</p> <ol style="list-style-type: none"> <li>31. Follow federal, state, and local sanitation codes.</li> <li>32. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness.</li> <li>33. Wash utensils and cooking equipment.</li> <li>34. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area.</li> </ol> <p>Observe sanitation codes.</p> <p>Wash dishes and utensils using efficient, sanitary techniques and appropriate materials and equipment.</p> <p>Perform housekeeping tasks assigned in an efficient and sanitary manner.</p> <p>Select the correct materials for cleaning tables and chairs.</p> <p>Care for type of floor finish at place of employment.</p>	<p>Cleaning vs. sanitizing Pest control</p> <p>Difference between cleaning and sanitizing</p> <p>Importance of pest control in health care institutions</p> <p>Common pests and their control</p> <p>Federal and state sanitary requirements for dietary operations</p> <p>Appropriate procedures for dishwashing</p> <p>Proper use and care of dishwashing equipment</p> <p>Importance of maintaining all surfaces in a sanitary manner</p> <p>Procedures for cleaning and sanitizing surfaces and equipment</p> <p>Procedures for cleaning tables and chairs</p> <p>Methods to use for cleaning a variety of types of floor finishes and coverings</p> <p>Procedure to follow for mopping floors</p>	

COURSE UNIT XII

BASIC SKILLS IN MANAGEMENT

OBJECTIVES: Show competency in establishing techniques for relationships with staff, patients, and visitors.

Demonstrate accuracy and efficiency in performing routine tasks.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
35. Assist in the management of a dietary office.	<p>Assist in keeping files and inventories.</p> <p>Answer telephone and take diet orders and instructions.</p> <p>Receive visitors and provide information.</p> <p>Obtain dietary changes from the nursing department.</p> <p>Keep records of meals served.</p>	<p>Basic techniques of filing and inventory procedures</p> <p>Telephone etiquette</p> <p>Importance of good public relations in the dietary department</p> <p>Procedure to follow when dietary changes are ordered by the doctor</p> <p>Necessity for an accurate count of meals served</p>
36. Make tabulations for the number of general and therapeutic diets to be prepared and assembled for meals.	<p>Organize diet orders into types of diets (such as general, soft, and diabetic) and tabulate the number of each type of diet.</p>	<p>Necessity for avoiding confusion and delays in serving trays to patients</p>

FABRIC COORDINATOR

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## FABRIC COORDINATOR JOB ANALYSIS

(Used in interviews with personnel  
in fabric departments and fabric stores.)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_  
Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a fabric coordinator. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A fabric coordinator assumes numerous responsibilities in coordinating patterns, fabric, and notions in such situations as fabric departments and fabric stores. Working under the supervision of experienced personnel, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.				
5. Assist other employees when necessary.				
6. Answer telephone and perform clerical duties when necessary.				
7. Greet and assist home sewers in a pleasant and efficient way.				
8. Work in an efficient manner.				
9. Become familiar with merchandise.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10. Read and recall information on hang tags and fabric bolts.				
11. Identify fiber content by various methods.				
12. Discuss features and qualities of fabrics, such as fiber content, weave, texture, color, finishes, care required, durability, and suitable uses.				
13. Assist home sewers with their selections of fabrics, patterns, thread, trimmings, and other notions.				
14. Answer questions about construction techniques to use.				
15. Advise home sewer as to quantity of fabric required to make garments, home accessories, and other articles.				
16. Measure and cut length of fabric using measuring machine or measuring stick.				
17. Construct sample garments for display in store or store windows.				
18. Prepare attractive displays of merchandise in store or store windows.				
19. Assist in keeping store clean and orderly.				

COURSE UNIT I

WHAT IS A FABRIC COORDINATOR?

OBJECTIVES:      Become aware of tasks and competencies involved in working as a fabric coordinator.  
                    Evaluate self in terms of personal qualities related to success as a fabric coordinator.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of fabric department or store.	Job opportunities in the yard goods field Tasks assumed by employees in fabric departments or stores Personal qualities and abilities needed by a successful fabric coordinator
		Importance of self evaluation Criteria for successful performance of a job Ways to use these criteria to evaluate personal progress in meeting job requirements

COURSE UNIT II

FABRIC COORDINATOR--MEMBER OF A TEAM

OBJECTIVES:

- 1. Identify policies and procedures which relate to the position of fabric coordinator.
- 2. Recognize the relationship between job success and interpersonal relationships.
- 3. Apply policies and rules of conduct to particular job.
- 4. Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, customer-employee) which are conducive to job success.
- 5. Practice techniques which make the customer feel welcome and comfortable.
- 6. Apply principles of motion economy to tasks performed on the job.
- 7. Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.	Accept and follow policies of the business firm.	Typical policies and procedures of yard goods business Importance of following policies and procedures in a particular business operation Need for flexibility in performance of duties as fabric coordinator
3. Accept instruction and guidance from supervisory personnel.	Accept and follow directions and instruction from persons in authority.	Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.		Importance of willingness to accept and carry out various assigned tasks
5. Assist other employees when necessary.	Assist other employees.	Necessity of working cooperatively with other employees
6. Answer telephone and perform clerical duties when necessary.	Answer telephone following prescribed procedure.	Telephone etiquette
7. Greet and assist home sewers in a pleasant and efficient way.	Perform clerical duties assigned to a fabric coordinator.	Necessity for accuracy in recording information resulting from telephone conversations
8. Work in an efficient manner.	Establish rapport with others.	Importance of neatness and accuracy in performing clerical duties
	Leave a good impression with home sewer.	Importance of first impressions
	Perform tasks in an efficient manner.	Importance of positive contacts
	Maintain clean and orderly work surface.	Efficient work methods suitable for a fabric department or store
		Importance of clean work surface and hands in handling fabric

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVES: Demonstrate familiarity with merchandise.

Read and interpret label information.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Become familiar with merchandise.	Provide information about merchandise.	Information about merchandise which may be of interest to home sewers
10. Read and recall information on hang tags and fabric bolts.	Cite information from hang tags and fabric bolts.	Information included on fabric labels Textiles labeling laws Importance of keeping informed about textile and fashion developments Ways to keep up with textile and fashion developments

COURSE UNIT IV  
PERSONALITIES OF FABRICS

**OBJECTIVES:** Describe characteristics of different textiles.

Determine fiber content using various methods.

Explain basic methods of fabric construction.

Describe fabric finishing processes and their purposes.

Describe the effects of textile characteristics upon selection, use, care, and performance in clothing and household articles.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Identify fiber content by various methods.	Identify fiber content of yard goods.	Fibers and their outstanding characteristics Procedures for identifying fiber content Fabric construction Dyeing and printing Fabric finishes Textile terminology
12. Discuss features and qualities of fabrics, such as fiber content, weave, texture, color, finishes, care required, durability, and suitable uses.	Describe features and qualities of various fabrics. Use appropriate textile terms.	Uses for which various fabrics are suited Recommend uses for various fabrics. Recommend care and treatment of various fabrics.

COURSE UNIT V

COORDINATING PATTERN, FABRIC, AND NOTIONS

OBJECTIVES:

Relate elements and principles of design to coordination of patterns, fabrics, and notions for a specific individual or situation.

Identify various types of notions.

Demonstrate ability to advise concerning style for the individual and type of fabric suitable for the pattern.

Demonstrate ability to determine pattern size and yardage requirements.

Demonstrate knowledge of all sewing accessories.

Demonstrate basic knowledge of sewing.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Assist home sewers with their selections of fabrics, patterns, thread, trimmings, and other notions.	Apply the basic rules for using color, line, form, and texture in assisting home sewers with their selections.	<p>Elements of design and their application</p> <p>Principles of design and their application</p> <p>Use appropriate fashion terms.</p> <p>Recognize current fashion trends.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Determine correct pattern size for a given individual.	Fashion designers Pattern sizing	Interfacing, underlining, and lining fabric
Determine appropriate underlining and lining fabric for pattern and fabric.		Thread and fabric coordination for a variety of fabrics
Select correct thread for a variety of fabrics.		Sewing notions
Select appropriate notions for fabric and pattern.		Factors to consider when coordinating pattern, fabric, and notions
Coordinate pattern, fabric, and notions.		

COURSE UNIT VI

CONSTRUCTION TECHNIQUES

OBJECTIVE: Demonstrate basic knowledge of sewing.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Answer questions about construction techniques to use.	Recommend construction techniques appropriate for specific situations.	Relation of appropriate construction techniques to fabric and style

COURSE UNIT VII

AMOUNTS, MEASURING, AND CUTTING

OBJECTIVES:

Determine the amount of fabric needed for a specific purpose.

Describe procedures to be followed in measuring and cutting fabric.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Advise home sewer as to quantity of material required to make garments, home accessories, and other articles.	Estimate amount of fabric needed for various purposes.	Factors affecting the amount of fabric needed.
16. Measure and cut fabric.	Measure and cut fabrics.	Techniques used for cutting various fabrics Importance of observing crosswise grainline while cutting fabrics

COURSE UNIT VIII  
SAMPLE GARMENTS

OBJECTIVES: Plan appropriate sample garments for display in store and store windows.

Coordinate pattern, fabric and notions for sample garments.

Construct sample garments for display in store or store windows.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
17. Plan and construct sample garments for display in store or store windows.	<p>Plan sample garments for display.</p> <p>Select a pattern for a sample garment.</p> <p>Coordinate fabric, pattern, and notions for sample garment.</p> <p>Construct sample garment.</p>	<p>Considerations in planning sample garments for display</p> <p>Pattern selection</p> <p>Coordination of fabric, pattern, and notions</p> <p>Fabric preparation</p> <p>Cutting and marking</p> <p>Unit construction</p> <p>Construction techniques</p> <p>Pressing</p>

COURSE UNIT IX  
DISPLAY TECHNIQUES

OBJECTIVES:      Use elements and principles of design in developing window displays.  
                    Plan attractive store or window displays of fabric and notions.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Prepare attractive displays of merchandise in store or store windows.	Plan store or window displays of fabric.  Accept suggestions from supervisory personnel in setting up displays.	Principles involved in selection and coordination of fabric for displays  Current color and fabric trends

COURSE UNIT X

CARE AND MAINTENANCE

**OBJECTIVES:**

- 1. Use recommended procedures for cleaning and maintaining store.
- 2. Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.
- 3. Identify principles of safety which relate to the handling and storing of merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Assist in keeping store clean and orderly.	<p>Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays.</p> <p>Keep supplies in order for easy accessibility.</p>	<p>Importance of cleaning tasks and attitudes toward performing tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p>
20	Keep stock straightened in stock room and under counters.	<p>General procedures to follow in caring for and lay yard goods</p> <p>Importance of keeping work area well-organized</p>
21	Recognize hazards that may cause accidents in a fabric department.	Safety practices necessary when using equipment and supplies

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Importance of unobstructed passageways or aisles</p> <p>Safety principles involved in moving furniture and arrangements</p>

FASHION COORDINATOR

## FASHION COORDINATOR JOB ANALYSIS

(Used in interviews with owners,  
managers, and personnel of business establishments.)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a fashion coordinator. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A fashion coordinator assumes numerous responsibilities in such establishments as department stores, specialty shops, ready-to-wear, and clothing rental shops. Note: A fashion coordinator may only be approved in cities where there is sufficient business to justify the employment of persons in this position. In addition, a fashion coordinator may only be approved in a business establishment where there is a qualified training supervisor who has the responsibilities of supervisor, a student employed as a fashion coordinator. Under this type of supervisor, a student employed as a fashion coordinator must be allowed to work between the departments within the store. Working under the supervision of fashion coordinator, the student performs the following functions:

	OCCASION- ALLY	DAILY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.				
5. Assist other employees when necessary.				
6. Answer telephone and perform clerical duties when necessary.				
7. Greet and assist individuals in a pleasant and efficient way.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
8. Work in an efficient manner.				
9. Become familiar with merchandise.				
10. Read and recall information on hang tags and garment tags.				
11. Recognize construction techniques used in garments.				
12. Determine quality of workmanship.				
13. Identify fiber content by various methods.				
14. Recognize features and qualities of fabrics, such as fiber content, weave, texture, color, design, finishes, care required, and durability.				
15. Recognize types of garments suitable for various occasions.				
16. Identify current fashions and styles suitable for persons of various ages and figure types.				
17. Coordinate garments and accessories.				
18. Recognize fashionable ways to wear accessories.				
19. Examine garment on individual.				
20. Analyze fitting problems.				
21. Fit garments and mark or pin needed alterations.				
22. Prepare attractive displays of merchandise in store and store windows.				
23. Assist in planning and presenting fashion shows.				
24. Assist in keeping store clean and orderly.				

COURSE UNIT I

WHAT IS A FASHION COORDINATOR?

OBJECTIVES:      Become aware of tasks and competencies involved in working as a fashion coordinator.  
                    Evaluate self in terms of personal qualities related to success as a fashion coordinator.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of clothing department or store.	Job opportunities in the fashion field Tasks assumed by employees in clothing departments or stores Personal qualities and abilities needed by a successful fashion coordinator. Importance of self-evaluation criteria for successful performance of a job Ways to use criteria to evaluate personal progress in meeting job requirements

COURSE UNIT II  
 FASHION COORDINATOR--MEMBER OF A TEAM

**OBJECTIVES:**

- Identify policies and procedures which relate to the position of fashion coordinator.
- Recognize the relationship between job success and interpersonal relationships.
- Apply policies and rules of conduct to particular job.
- Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, customer-employee) which are conducive to job success.
- Practice techniques which make the individual feel welcome and comfortable.
- Apply principles of motion economy to tasks performed on the job.
- Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.	Accept and follow policies of the business firm.	Typical policies and procedures of business establishments  Importance of following policies and procedures in a particular business operation
3. Accept instruction and guidance from supervisory personnel.	Accept and follow directions and instruction from persons in authority.	Need for flexibility in performance of duties as a fashion coordinator  Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>4. Work as a member of the team rotating job responsibilities as outlined by supervisory personnel.</p> <p>5. Assist other employees when necessary.</p> <p>6. Answer telephone and perform clerical duties when necessary.</p> <p>7. Greet and assist individuals in a pleasant and efficient way.</p> <p>8. Work in an efficient manner.</p>	<p>Assist other employees.</p> <p>Answer telephone following prescribed procedure.</p> <p>Perform clerical duties assigned to a fashion coordinator.</p> <p>Establish rapport with others.</p> <p>Leave a good impression with others.</p> <p>Perform tasks in an efficient manner.</p> <p>Maintain clean and orderly work surface.</p>	<p>Importance of willingness to accept and carry out various assigned tasks</p> <p>Necessity of working cooperatively with other employees</p> <p>Telephone etiquette</p> <p>Necessity for accuracy in recording information resulting from telephone conversations</p> <p>Importance of neatness and accuracy in performing clerical duties</p> <p>Importance of first impressions</p> <p>Procedures for assisting individuals</p> <p>Importance of positive contacts</p> <p>Efficient work methods suitable for a clothing department or store</p> <p>Importance of clean work surface and hands in handling clothing</p>

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVES:

Demonstrate familiarity with merchandise.

Read and interpret label information.

Demonstrate basic knowledge of construction processes used in ready-to-wear garments.

Determine quality of workmanship.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Become familiar with merchandise.	Provide information about merchandise.	Information about merchandise which may be of interest to individuals
10. Read and recall information on hang tags and garment tags.	Cite information from hang tags and garment tags.	Information included on garment Textiles labeling laws
11. Recognize construction techniques used in garments.	Identify construction techniques used in garments.	Importance of keeping informed about textiles and fashion developments
12. Determine quality of workmanship.	Point out quality of workmanship.	Construction techniques used in ready-made garments
		Signs of quality workmanship

COURSE UNIT IV  
PERSONALITIES OF FABRICS

**OBJECTIVES:**

- 1. Describe characteristics of different textiles.
- 2. Determine fiber content using various methods.
- 3. Explain basic methods of fabric construction.
- 4. Describe fabric finishing processes and their purposes.
- 5. Describe the effects of textile characteristics upon selection, use, care, and performance.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Identify fiber content by various methods.	Identify fiber content of garments.	Fibers and their outstanding characteristics Procedures for identifying fiber content
14. Recognize features and qualities of fabrics, such as fiber content, weave, texture, color, design, finishes, care required, and durability.	Describe features and qualities of various fabrics. Use appropriate textile terms.	Fabric construction Dyeing and printing Fabric finishes Determining fabric quality Textile terminology Trade names Care required by various fabrics

COURSE UNIT V

COORDINATING GARMENTS AND ACCESSORIES

**OBJECTIVES:**

- Describe garments suitable for various occasions.
- Relate elements and principles of design to coordination of garments and accessories for a specific individual.
- Demonstrate ability to advise customer concerning style for individual.
- Describe procedures for coordinating garment and accessories for a specific individual.
- Describe fashionable ways to wear various accessories.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Recognize types of garments suitable for various occasions.	Coordinate garments suitable for specific occasions.	Garments suitable for various occasions
16. Identify current fashions and styles suitable for persons of various ages and figure types.	Apply the basic rules for using color, line, form, and texture in coordinating garments and accessories.	Elements of design and their application

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>17. Coordinate garments and accessories.</p> <p>Coordinate accessories suitable for specific garments, individuals, and occasions.</p>	<p>Fashion designers</p> <p>Coordination of garments and accessories</p> <p>Accessories for specific occasions</p>	<p>Accessory trends and fashions</p> <p>Sources of information on ways to wear accessories</p>
<p>18. Recognize fashionable ways to wear accessories.</p>	<p>Demonstrate ways to wear accessories.</p>	<p>194</p>

COURSE UNIT VI

FITTING READY-MADE GARMENTS

OBJECTIVES:

- Examine garment and analyze fitting problems.
- Identify procedures for marking alterations on a garment for proper fit.
- Appreciate importance of well-fitted garment for comfort and attractiveness.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Examine garment on individual.	<p>Check garment on individual, examining:</p> <ul style="list-style-type: none"><li>Location and slope of shoulder line</li><li>Position of waistline</li><li>Location of grainline</li><li>Length and hang of sleeve</li><li>Length of bodice, vest or jacket</li><li>Position of darts in bodice and sleeves</li><li>Ease at bust or chest</li><li>Measurement of waistline</li></ul>	<p>Fitting as a most important ability in becoming a successful fashion coordinator</p> <p>Importance of a well-fitted garment</p> <p>Importance of grainline in fit of garment</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
20. Analyze fitting problems.	<p>Ease at hipline</p> <p>Length of seat and crotch</p> <p>Length of skirt or slacks</p> <p>Location of side seams.</p> <p>Note figure proportions of customer that create fitting problems.</p>	<p>Causes of fitting problems in terms of figure proportions and posture items.</p> <p>Characteristics of a well-fitted garment</p>
21. Fit garments and mark or pin needed alterations.	<p>Analyze fitting problems of customer.</p> <p>Offer suggestions to customer for desirable alterations when requested.</p> <p>Fit garment to satisfaction of customer.</p> <p>Maintain grainline in fitting.</p>	<p>Types of alterations that eliminate common fitting problems</p> <p>Markings which are used to indicate the alteration to be made</p>

COURSE UNIT VII

DISPLAY TECHNIQUES

OBJECTIVES: Relate elements and principles of design to merchandise displays in store or store windows.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
22. Prepare attractive displays of merchandise in store and store windows.	Plan store or window displays of garments and accessories.  Accept suggestions from supervisory personnel in setting up displays.	Principles involved in selection and coordination of garments and accessories for displays  Current color, fashion, and accessory trends

COURSE UNIT VIII  
FASHION SHOWS

OBJECTIVE: Describe procedures in planning and presenting a fashion show.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
23. Assist in planning and presenting fashion shows.	<p>Follow acceptable procedures in planning and presenting fashion shows.</p> <p>Themes for fashion shows</p> <p>Stage facilities</p> <p>Models and line-up</p> <p>Commentator</p>	<p>Types of fashion shows</p> <p>Procedures for planning and presenting a fashion show</p>

COURSE UNIT IX

CARE AND MAINTENANCE

**OBJECTIVES:**

- 1. Use recommended procedures for cleaning and maintaining store.
- 2. Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.
- 3. Identify principles of safety which relate to handling and storing merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>24. Assist in keeping store clean and orderly.</p> <p>Keep supplies in order for easy accessibility.</p> <p>Keep stock straightened in stockroom and under counters.</p>	<p>Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays.</p> <p>Importance of cleaning tasks and attitudes toward performing tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p> <p>General procedures to follow in caring for displays</p> <p>Importance of keeping work area well organized</p> <p>Safety practices necessary when using equipment and supplies</p>	<p>Recognize hazards that may cause accidents in a clothing department.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Importance of unobstructed passageways or aisles	
	Safety principles involved in moving furniture and arrangements	

FLORAL DESIGNER

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## FLORAL DESIGNER JOB ANALYSIS

(Used in interviews with manager, owners,  
and employees of florist shops)

Name of Business \_\_\_\_\_

Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a floral designer. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A floral designer assumes numerous responsibilities in a florist shop assisting customers in selecting floral arrangements, plants, and accessories. Working under the supervision of an experienced florist, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.				
5. Assist other employees when necessary.				
6. Answer telephone and perform clerical duties when necessary.				
7. Refer to local directories and newspapers to verify information.				
8. Work in an efficient manner.				
9. Become familiar with merchandise.				

	DAILY	OCCASION- ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10. Care for and prepare flowers, foliage, and plants.				
11. Use various mechanical aids in arranging flowers.				
12. Design and fashion floral pieces and decorations using natural and artificial flowers and foliage.				
13. Advise individual regarding type of flowers, floral arrangements, and decorations desirable for specific occasions, utilizing knowledge of social and religious customs.				
14. Plan floral settings for special occasions.				
15. Arrange displays of flowers and decorative accessories in store and windows.				
16. Assist in keeping store clean and orderly.				

COURSE UNIT I

WHAT IS A FLORAL DESIGNER?

**OBJECTIVES:**

- Become aware of tasks and competencies involved in working as a floral designer.
- Evaluate self in terms of personal qualities related to success as a floral designer.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of florist shop.	<p>Job Opportunities in the field of floristry</p> <p>Tasks assumed by employees in florist shops</p> <p>Personal qualities and abilities needed by a successful floral designer</p> <p>Importance of self-evaluation</p> <p>Criteria for successful performance of a job</p> <p>Ways to use criteria to evaluate personal progress in meeting job requirements</p>

COURSE UNIT II

FLORAL DESIGNER--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of floral designer.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, customer-employee) which are conducive to job success.

Practice techniques which make the individual feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the establishment concerning work schedules, absences and other regulations.	Accept and follow policies of the business firm.	Typical policies and procedures of florist shops Importance of following policies and procedures in a particular business operation Need for flexibility in performance of duties as a floral designer
3. Accept instruction and guidance from supervisory personnel.	Accept and follow directions and instructions from persons in authority.	Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel.</p> <p>5. Assist other employees when necessary.</p> <p>6. Answer telephone and perform clerical duties when necessary.</p>	<p>Assist other employees.</p> <p>Answer telephone following prescribed procedure.</p>	<p>Importance of willingness to accept and carry out various assigned tasks</p> <p>Necessity of working cooperatively with other employees</p> <p>Telephone etiquette</p> <p>Necessity for accuracy in recording information resulting from telephone conversations</p>

  

<p>7. Refer to local directories and newspapers to verify information.</p> <p>8. Work in an efficient manner.</p>	<p>Perform clerical duties assigned to a floral designer.</p> <p>Double check details of orders.</p>	<p>Importance of neatness and accuracy in performing clerical duties</p> <p>Reasons for double checking details of orders</p> <p>Procedures for verifying information</p> <p>Efficient work methods suitable for a florist shop</p>
	<p>Maintain clean and orderly work surface.</p>	<p>Importance of clean work surface</p>

COURSE UNIT III.

KNOWING THE MERCHANDISE

OBJECTIVE: Demonstrate familiarity with merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Become familiar with merchandise.	Provide information about merchandise.	Information about merchandise which may be of interest to individuals Importance of keeping informed about floral developments Ways to keep up with floral developments

COURSE UNIT IV

TYPES, CARE, AND TREATMENT OF FLOWERS, FOLIAGE, AND PLANTS

OBJECTIVES: Identify flowers, foliage, and plants frequently available in florist shops.  
Demonstrate ability to care for and treat flowers, foliage, and plants.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Care for and prepare flowers, foliage, and plants.	<p>Recognize various types of flowers, foliage, and plants.</p> <p>Use appropriate methods in care and handling of flowers, foliage, and plants.</p>	<p>Types of flowers, foliage and plants</p> <p>Long-lasting flowers</p> <p>Care and storage of flowers and foliage</p> <p>Special treatment required by specific flowers</p> <p>Stem preparation</p> <p>Tinting flowers</p> <p>Care of potted plants</p>

COURSE UNIT V

MECHANICS OF ARRANGING

OBJECTIVES:

- 1. Demonstrate uses for tools, supplies, and mechanical aids used in flower arranging.
- 2. Determine appropriate containers, bases, stands, and accessories for flower arrangements.
- 3. Describe procedures for wiring flowers.
- 4. Describe ways to use ribbon, bows, and other materials in flower arrangements.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Use various mechanical aids in arranging flowers.	Use tools and supplies in preparing floral arrangements. Solve mechanical problems. Choose appropriate containers, bases, stands, and accent objects Wire flowers.	Tools, supplies and mechanical aids for floral arrangements Solutions to mechanical problems Selection and use of containers, bases, stands, and accent objects Reasons for wiring Sizes and uses of wire Procedures for wiring Use of ribbons, bows, paper, and other accessory materials Reasons for using supplies conservatively

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Arrange permanent flowers.</p> <p>Use appropriate designs for corsages and bouquets.</p>	<p>Arranging permanent flowers</p> <p>Types of corsages and bouquets</p> <p>Flowers used in corsages and bouquets</p> <p>Designs used for corsages and bouquets</p> <p>Making corsages and bouquets</p> <p>Trimming potted plants</p> <p>Arrange plants.</p>	<p>Making combination arrangements</p> <p>Designing arrangements from dried plant materials and other lifeless forms</p> <p>Principles of plant arrangement</p> <p>Design shapes</p> <p>Selection of plant material</p> <p>Skills in plant arrangement</p>

COURSE UNIT VI

FLOWER ARRANGEMENTS

OBJECTIVE: Relate elements and principles of design to coordination of flowers, foliage, vases and containers, ribbons, etc.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Design and fashion floral pieces and decorations using natural and artificial flowers and foliage.	<p>Apply the basic rules for using color, line, form, and texture to floral arrangements and decorations.</p> <p>Apply basic rules for using proportion, balance, rhythm, emphasis, and harmony to floral arrangements and decorations.</p> <p>Recognize basic flower forms.</p> <p>Use appropriate designs for floral arrangements.</p>	<p>Elements of design and their application</p> <p>Principles of design and their application</p> <p>Flower forms</p> <p>Types of arrangements</p> <p>Basic plans for floral arrangements</p> <p>Principles of floral design</p> <p>Procedures for making arrangements</p> <p>Designing foliage arrangements</p> <p>Designing flower arrangements</p> <p>Designing fruit and vegetable arrangements</p>

COURSE UNIT VII

FLORAL ARRANGEMENTS FOR SPECIAL OCCASIONS

**OBJECTIVES:** Identify flowers appropriate for various special occasions.

Plan creative floral settings for special occasions.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Advise individual regarding type of flowers, floral arrangements, and decorations desirable for specific occasions, utilizing knowledge of social and religious customs.	<p>Describe various types of flowers and arrangements.</p> <p>Use appropriate floral terms.</p> <p>Recommend arrangements and plants for specific occasions.</p>	<p>Types of flower arrangements</p> <p>Floral terminology</p> <p>Flowers, arrangements, and plants suitable for various occasions</p> <p>Importance of knowing what is on hand or can be obtained quickly</p> <p>Sources of creative ideas for floral settings</p> <p>Building an idea file</p> <p>Importance of keeping up with current trends</p>
14. Plan floral settings for special occasions.	Build an idea file of creative floral settings for special occasions.	<p>Plan floral setting for weddings.</p> <p>Wedding etiquette</p> <p>Wedding procedures</p> <p>Religious variations</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Plan floral arrangements for funerals.</p>	<p>Recentions Wedding decorations Bouquets and corsages</p> <p>Kinds of flowers used in funeral designs</p> <p>Types of funeral designs</p> <p>Steps in making funeral designs</p> <p>Reasons for including description of flowers and sender's name and address on enclosure card for funeral arrangements</p> <p>Flowers and arrangements suitable for specific holidays and other occasions, such as birthdays, graduation, parties, anniversaries</p> <p>Arrangements suggested by wire service organizations</p> <p>Religious traditions related to flowers</p> <p>Arrangements for specific settings, such as church, office, reception rooms, and homes</p> <p>Information needed for planning arrangement such as color scheme, direction to be viewed, occasion</p>	

COURSE UNIT VIII  
DISPLAY TECHNIQUES

OBJECTIVE: Recognize and accept proper procedures to follow when arranging store or window displays.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Arrange displays of flowers and decorative accessories in store and windows.	<p>Plan store or window display of flowers and decorative accessories.</p> <p>Accept suggestions from supervisory personnel in setting up displays.</p>	<p>Principles involved in selection and coordination of flowers and accessories for display</p> <p>Current color and accessory trends</p> <p>Seasonal trends</p> <p>Reasons for changing displays frequently</p>

COURSE UNIT IX

CLEANING AND MAINTENANCE

OBJECTIVES :

Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

Identify principles of safety which relate to the handling and storing of merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Assist in keeping store clean and orderly.	Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays.  Keep supplies in order for easy accessibility.	Importance of cleaning tasks and attitudes toward performing tasks Selection of the appropriate supplies for each cleaning task  Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)  Motion economy  Keep stock straightened in stock room, workroom, and under counters.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Importance of unobstructed passageways or aisles Safety principles involved in moving furniture and arrangements		

FOOD CATERER AIDE

## FOOD CATERER AIDE JOB ANALYSIS

(Used in interviews with food caterers)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a food caterer aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A food caterer aide assumes numerous responsibilities in preparing and serving food in a food catering establishment. Working under the direction of a qualified caterer, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food caterer aide.				
2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination.				
3. Follow federal, state, city, and local sanitation codes.				
4. Wash and inspect glassware, flatware, and tableware for cleanliness, spotlessness, and damage.				
5. Wash utensils and cooking equipment.				
6. Pack dishes and utensils used in catering for transportation to and from catering establishment.				
7. Pack and transport food in appropriate containers and at proper temperatures.				
8. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area.				
9. Use precautions necessary to avoid accidents in food preparation area.				

	DAILY	OCCASION- ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10. Follow appropriate emergency procedures.				
11. Select proper hand utensils for specific food preparation tasks.				
12. Measure and weigh foods according to specifications listed in standard recipes.				
13. Select and correctly use proper piece of equipment for a specified job in food preparation and service.				
14. Select and correctly use proper piece of equipment for cooking food.				
15. Read recipes, know terminology, and follow directions.				
16. Assemble plates of food and place them on trays.				
17. Plan work schedule so foods are ready at serving time.				
18. Make beverages, such as coffee and tea, and place them in serving locations.				
19. Follow standard procedures for preparing a variety of foods.				
20. Evaluate quality of food prepared.				
21. Arrange tables and decorations.				
22. Arrange buffet tables.				
23. Serve food in manner prescribed by client.				
24. Follow acceptable procedures for special functions.				
25. Set assigned tables following instructions for the function.				
26. Use good public relations in serving guests.				
27. Serve food and beverages to guests.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
28. Serves special occasion foods.				
29. Check the needs of guests periodically and supply them with needed items.				
30. Clear items from table as the guest is finished with them.				
31. Replenish serving station during serving hours.				
32. Fill condiment containers, arrange dishes and silverware in appropriate places.				
33. Remove soiled items from tables and stations.				
34. Transport loaded trays and carts between kitchen and serving area.				
35. Follow standard procedures for receiving food and supplies.				
36. Requisition or issue food and supplies.				
37. Store food and supplies in appropriate facilities and at proper temperatures.				
38. Assist with inventories of food and supplies.				

COURSE UNIT I

WHAT IS A FOOD CATERER AIDE?

OBJECTIVES: Become acquainted with the various tasks expected of employees in different types of catering.  
Analyze self in terms of desirable personal characteristics which contribute to success as a food caterer aide.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food caterer aide.	Relate job responsibilities to personal qualities and to the type of catering establishment.	Job opportunities in food catering industry Types of catering services Occasions for which food may be catered Tasks assumed by food caterer aides Attitudes which lead to good interpersonal relationships (employer-employee, employee-employee, guest-employee)

COURSE UNIT II

SANITATION

OBJECTIVES: Identify ways disease may be spread through careless handling of food and equipment.

Recognize the principles of sanitation which apply to the food service industry.

Describe procedures for safely transporting food and equipment.

Recognize the necessity of appropriate housekeeping and maintenance practices.

Evaluate personal practices in relation to principles of sanitation.

Discriminate between cleaning and sanitizing and know when to use each.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2.	Handle food, beverages, equipment, utensils, and supplies in a table settings in ways to prevent contamination.	Types of food-borne illnesses Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food Procedures to follow to prevent food-borne illnesses
3.	Follow federal, state, city, and local sanitation codes.	Necessity for the evaluation of personal habits related to cleanliness and sanitation Federal, state, and local sanitary requirements for food service operation

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>4. Wash and inspect glassware, flatware, and tableware for cleanliness, spotlessness, and damage.</p> <p>5. Wash utensils and cooking equipment.</p> <p>6. Pack dishes and utensils used in catering for transporting to and from catering establishment.</p> <p>7. Pack and transport food in appropriate containers at proper temperatures.</p> <p>8. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area.</p>	<p>Wash dishes and utensils using efficient, sanitary techniques and appropriate materials and equipment.</p> <p>Use acceptable procedures in preparing food and equipment for transporting.</p> <p>Use acceptable procedures in preparing food and equipment for transporting.</p> <p>Perform housekeeping tasks assigned in an efficient and sanitary manner.</p>	<p>Appropriate procedures for dishwashing</p> <p>Procedures for sanitizing dishes and utensils</p> <p>Proper use and care of dishwashing equipment</p> <p>Equipment used for transporting food and equipment</p> <p>Procedures for packing food, dishes, and utensils</p> <p>Temperatures appropriate for transporting various foods</p> <p>Inventorying food and equipment before transporting and before leaving job</p> <p>Importance of maintaining all surfaces in a sanitary manner</p> <p>Procedures for cleaning and sanitizing surfaces and equipment</p> <p>Procedures for cleaning tables and chairs</p> <p>Methods to use for cleaning a variety of floor finishes and coverings</p> <p>Procedures to follow for mopping floors</p>

COURSE UNIT III

SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and storing of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Use precautions necessary to avoid accidents in food preparation area.	Recognize hazards that may cause accidents. Apply safety precautions to prevent accidents.	Conditions which may lead to accidents Necessity of being alert to hazardous situations Precautions to follow in the food preparation area Appropriate methods to use for lifting and carrying objects.
10. Follow appropriate emergency procedures.	Apply first aid to minor injuries.	First aid for minor injuries Use different kinds of fire extinguishers. Types of fire extinguishers to use for different types of fires

COURSE UNIT IV  
SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES:

- 1. Select the appropriate piece of equipment for a particular task.
- 2. Describe safety measures to observe when using knives.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<ul style="list-style-type: none"><li>11. Select proper hand utensil for specific food preparation tasks.</li><li>12. Measure and weigh foods according to specifications listed in standard recipes.</li></ul>	<ul style="list-style-type: none"><li>Select and use appropriate utensils for food preparation.</li><li>Use standard weights and measures in preparing foods.</li></ul>	<p>The appropriate utensil to select for a particular task</p> <p>Procedures to follow when measuring and weighing foods</p> <p>Functions of scales and balances and their use and care</p>

COURSE UNIT V

LARGE EQUIPMENT FOR FOOD PREPARATION AND SERVICE

**OBJECTIVES:**

- Recognize the kinds and functions of equipment used in commercial food service establishments.
- Outline correct procedures for use of commercial kitchen equipment.
- Select the appropriate piece of equipment for a particular task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Select and correctly use proper piece of equipment for a specified job in food preparation and service.	Use food service equipment correctly.	Procedures for using commercial kitchen equipment Factors related to the care of commercial kitchen equipment Appropriate methods of handling equipment to avoid injury and damage

COURSE UNIT VI

LARGE EQUIPMENT FOR COOKING FOOD

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Select and correctly use proper piece of equipment for cooking food.	Use food service equipment correctly.	Procedures for using commercial kitchen equipment Factors related to the care of commercial kitchen equipment Appropriate methods of handling equipment to avoid injury and damage

COURSE UNIT VII  
TECHNIQUES OF FOOD PREPARATION

OBJECTIVES: Interpret terms, abbreviations, equivalents, and substitutions used in recipes.

Plan work so as to meet scheduled deadlines.

Adapt techniques of work simplification to tasks performed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Read recipes, know terminology and follow directions.	Follow standard recipes accurately.	Importance of following standard procedures when using a recipe Characteristics of standard recipe Terminology, abbreviations, substitutions, and equivalents used in recipes Importance of following directions when preparing convenience foods Processes used to preserve convenience foods
16. Assemble plates of food and place them on trays.	Portion food accurately and arrange attractively on plate.	Reasons for portioning foods Methods used to portion foods
17. Plan work schedule so foods are ready at serving time.	Schedule work so foods are prepared by serving time.	Purpose of work simplification Work simplification techniques Principles of motion economy which affect job performance

COURSE UNIT VIII  
COLD FOOD WORK STATION

OBJECTIVES:  
Describe procedures to be used in the preparation of quality cold foods.  
Identify standards for quality cold food products.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Make beverages, such as coffee and tea, and place them in serving locations.	Prepare beverages of high quality consistently.	Standard procedures for preparing beverages
19. Follow standard procedures for preparing a variety of foods.	Prepare cold foods following standardized procedures and recipes.	Ingredients used in various cold foods Various processes of food preparation: Salads      Sandwiches
20. Evaluate quality of food prepared.	Assemble ingredients and equipment for various processes of food preparation. Judge quality of a variety of foods by sight, odor, and taste.	Correct temperatures for preparing cold foods Care and storage of various cold foods Quality standards for raw and prepared foods Necessity for consistency in preparation of high quality cold food products

COURSE UNIT IX  
HOT FOOD WORK STATION

OBJECTIVES:

- 1. Describe procedures to be used in the preparation of quality hot foods.
- 2. Identify standards for quality hot food products.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Follow standard procedures for preparing a variety of foods.	<p>Prepare hot foods following standardized procedures and recipes.</p> <p>Assemble ingredients and equipment for various processes of food preparation.</p>	<p>Ingredients used in various hot foods</p> <p>Various processes of food preparation:</p> <p>Eggs Soups Sauces Vegetables Cereals Pastas Meat, Poultry, Seafood</p> <p>Care and storage of various hot foods</p> <p>Correct temperatures for preparing hot foods</p>
20. Evaluate quality of food prepared.	Judge quality of a variety of foods by sight, odor, and taste.	<p>Quality standards for hot foods</p> <p>Necessity for consistency in preparation of high quality hot food products</p> <p>Ways to serve various hot foods</p>

### COURSE UNIT X

## BAKE WORK STATION

**OBJECTIVES:**      Describe procedures to be used in the preparation of quality baked foods.  
                             Identify standards for quality baked food products.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Follow standard procedures for preparing a variety of foods.	Prepare baked foods following standardized procedures and recipes.	<p>Ingredients used in various baked foods</p> <p>Various procedures of food preparation:</p> <ul style="list-style-type: none"> <li>Desserts</li> <li>Cakes</li> <li>Cookies</li> <li>Pastries</li> <li>Quick Breads</li> <li>Yeast Breads</li> </ul>
20. Evaluate quality of food prepared.	Judge quality of a variety of foods by sight, odor, and taste.	<p>Correct temperatures for preparing baked foods</p> <p>Care and storage of various baked foods</p> <p>Quality standards for baked foods</p> <p>Necessity for consistency in preparation of high quality baked products</p> <p>Ways to serve various baked foods</p>

COURSE UNIT XI

TABLE SERVICE TECHNIQUES

**OBJECTIVES:**

- Describe decorations appropriate for various occasions.
- Describe procedures for arranging tables, decorations and buffet.
- Describe procedures for setting the table for different types of service.
- Practice techniques which make guests feel welcome and comfortable.
- Analyze techniques used in serving food and cleaning tables.
- Recognize the necessity for alertness to guests' needs.
- Recognize the contribution bus service makes to the operation of the catering service.
- Identify tasks involved in bus service.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
21. Arrange tables and decorations.	Arrange tables and decorations in a efficient manner.	Elements and principles of design Possible table arrangements for various occasions Following a floor plan Spacing tables and chairs
22. Arrange buffet tables.	Arrange centerpiece, food and tableware attractively on the buffet table.	Care and placement of decorations General procedures for setting the buffet table

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
23. Serve food in manner prescribed by client.	Serve food properly according to type of service used.	American, buffet, French, and family types of service
24.	Follow acceptable procedures for special functions.	Table service for teas
25.	Set assigned tables following instructions for the function.	Responsibilities involved in the served buffet
26.	Use good public relations in serving guests.	Ways to display foods in an attractive manner
27.	Serve food and beverages to guests.	Importance of keeping serving area clean
28.	Set tables in manner prescribed by employer.	Procedures to follow for special functions
29.	Serve guests.	Terms related to table settings
30.	Maintain an appropriate appearance.	Methods of setting tables
31.	Relate to guests in a friendly, pleasant manner.	Importance of first impressions in the food service industry
32.	Appropriate appearance for service host or hostess	Appropriate appearance for service host or hostess
33.	Personality traits which contribute to success as a service host or hostess	Personality traits which contribute to success as a service host or hostess
34.	Techniques used in the serving of food at tables, buffets, and teas	Techniques used in the serving of food at tables, buffets, and teas
35.	Order in which service is performed for different meals or menus	Order in which service is performed for different meals or menus

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
28. Serve special occasion foods.	Serve and portion special occasion foods accurately and attractively.	Techniques to use when serving children and handicapped guests
29. Check the needs of guests periodically and supply them with needed items.	Cut cake into specified number of pieces using acceptable procedures.	Procedures for serving special occasion foods
30. Clear items from table as guest is finished with them.	Remain alert to guests' needs.	Types of cakes
31. Replenish serving station during serving hours.	Remove dishes and food from table in prescribed manner.	Procedures for cutting cakes
32. Fill condiment containers, arrange dishes and silverware in appropriate places.	Handle china, glassware, silverware, utensils, ice, and condiments in a safe, efficient, and orderly manner.	Importance of being alert to guests' needs as a contributing factor in the success of a catering business
33. Remove soiled items from tables and stations.	Organize supplies and materials for efficient, sanitary use.	Procedure to follow when removing food and dishes from table
34. Transport loaded trays and carts between kitchen and serving areas.	Remove items from tables and serving station efficiently and quietly.	Tasks involved in bus service
	Load and carry or push trays and carts properly.	Importance of bus service to overall food service operation
	Ways to organize equipment and supplies used in bus service	Ways to organize equipment and supplies used in bus service
		Importance of quiet and efficient methods in the performance of busing tasks
		Efficient methods of loading and carrying or pushing trays and carts

COURSE UNIT XII

PROCEDURES FOR STOREROOM CONTROL

OBJECTIVES:

Identify procedures used in compiling orders, receiving, and storing food and supplies.

Describe reasons food and supplies are issued to employees.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
35. Follow standard procedure for receiving food and supplies.	Check in food and supplies ordered in an efficient and orderly manner.	Forms used for receiving food and supplies Necessity for checking both quality and quantity of goods received Procedures to follow when receiving food and supplies Types of scales used for receiving goods
36. Requisition or issue food and supplies.	Issue food and supplies to workers in the food service operation.	Forms used for requisitioning food and supplies Importance of filling only authorized requisitions
37. Store food and supplies in appropriate facilities and at proper temperature.	Store food and supplies in appropriate facilities.	Principles of storing food and supplies Temperature appropriate for different types of storage Care for storage facilities.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
38. Assist with inventories of food and supplies.	Take inventory accurately.	<p>Purposes of inventories</p> <p>Procedures for taking inventories</p>

FOOD SERVICE EMPLOYEE

## FOOD SERVICE EMPLOYEE JOB ANALYSIS

(Used in interviews with food service managers)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in appropriate column the responsibilities you expect a student to assume when working as a food service employee. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A food service employee assumes numerous responsibilities in preparing and serving food in such situations as restaurants, cafes, tearooms, cafeterias, franchise food establishments, hospitals, nursing homes, schools, cafeterias, children's homes, utility companies, private homes with supervision and other food service facilities. Working under the direction of a qualified food service worker, the student performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food service employee.				
2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination.				
3. Follow federal, state, and local sanitation codes.				
4. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness.				
5. Wash utensils and cooking equipment.				
6. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area.				
7. Use precautions necessary to avoid accidents in food preparation area.				
8. Follow appropriate emergency procedures.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9.	Use nutrition information in planning, preparing, and serving meals for persons of various ages.			
10.	Select proper hand utensil for specific food preparation tasks.			
11.	Measure and weigh foods according to specifications listed in standard recipes.			
12.	Select and correctly use proper piece of equipment for a specified job in food preparation and service.			
13.	Select and correctly use proper piece of equipment for cooking food.			
14.	Read recipes, know terminology, and follow directions.			
15.	Assemble food orders and place them on plates and trays.			
16.	Verify orders by scanning filled plates to insure specified portion and quality of food.			
17.	Plan work schedule so foods are ready at serving time.			
18.	Make beverages, such as coffee and tea, and place them in serving locations.			
19.	Follow standard procedures for preparing a variety of foods.			
20.	Evaluate quality of food prepared.			
21.	Serve food in manner prescribed at place of employment.			
22.	Set assigned tables at the beginning of the work day and maintain tables during service hours.			
23.	Help arrange tables for large groups and banquets.			
24.	Welcome customers in an appropriate manner.			
25.	Fill water glasses and distribute menus.			
26.	Offer suggestions or answer questions about the menu.			

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				
43.				
44.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
45. Assist with inventories of food and supplies.				

COURSE UNIT I

WHAT IS A FOOD SERVICE EMPLOYEE?

OBJECTIVES:

- 1. List the tasks and competencies of a food service employee.
- 2. Identify opportunities for advancement in food service.
- 3. Apply policies and rules of conduct to a particular job.
- 4. Analyze self in terms of desirable personal characteristics needed by a food service employee.

Summarize the relationship between job success and interpersonal relationships.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food service employee.	Relate job responsibilities to personal qualities and to the type of food service establishment.	<p>Job opportunities in the food service industry</p> <p>Tasks assumed by food service employees</p> <p>Attitudes which lead to good interpersonal relationships (employer-employee, employee-employee, customer-employee)</p> <p>Personal qualities and characteristics needed by a successful food service employee</p> <p>Business policies related to food service employees</p>

COURSE UNIT II

SANITATION

OBJECTIVES:

- 1. Identify ways disease may be spread through careless handling of food and equipment.
- 2. Summarize the principles of sanitation which apply to the food service industry.
- 3. Recognize the necessity of appropriate housekeeping and maintenance practices.
- 4. Evaluate personal practices in relation to principles of sanitation.
- 5. Discriminate between cleaning and sanitizing and know when to use each.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination.	Use judgment in handling food, equipment, and supplies in a sanitary manner.	<p>Types of food-borne illnesses</p> <p>Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food</p> <p>Procedures to follow to prevent food-borne illnesses</p> <p>Necessity for the evaluation of personal habits related to cleanliness and sanitation</p> <p>Handling equipment and utensils</p> <p>Cleaning vs. sanitizing</p> <p>Pest control</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS	
<p>3. Follow federal, state, and local sanitation codes.</p> <p>4. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness.</p> <p>5. Wash utensils and cooking equipment.</p> <p>6. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area.</p>	<p>Observe sanitation codes.</p> <p>Wash dishes and utensils using efficient, sanitary techniques, and appropriate materials and equipment.</p> <p>Perform housekeeping tasks assigned in an efficient and sanitary manner.</p>	<p>Federal and state sanitary requirements for food service operation</p> <p>Appropriate procedures for dishwashing</p> <p>Proper use and care of dishwashing equipment</p> <p>Importance of maintaining all surfaces in a sanitary manner</p> <p>Procedures for cleaning and sanitizing surfaces and equipment</p> <p>Procedures for cleaning tables and chairs</p> <p>Select the correct materials for cleaning tables and chairs.</p> <p>Care for type of floor finish at place of employment.</p>	<p>Methods to use for cleaning a variety of types of floor finishes and coverings</p> <p>Procedure to follow for mopping floors</p>

COURSE UNIT III

SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and sorting of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
7. Use precautions necessary to avoid accidents in food preparation area.	Recognize hazards that may cause accidents. Apply safety precautions to prevent accidents.	Conditions which may lead to accidents Necessity of being alert to hazardous situations Precautions to follow in the food preparation area
8. Follow appropriate emergency procedures.	Apply first aid to minor injuries. Use different kinds of fire extinguishers.	Appropriate methods to use for lifting and carrying objects First aid for minor injuries Types of fire extinguishers to use for different types of fires

COURSE UNIT IV

NUTRITION

OBJECTIVES: Relate nutritional information to various food service situations.

Describe influences on nutrition and eating habits.

Summarize the food value of specific foods.

Plan nutritious menus for specific situations.

Make simple diet modifications.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Use nutrition information in planning, preparing, and serving meals for persons of various ages.	Recognize factors which influence eating habits.  Use the Basic Four Food Groups in guiding food selection.  Answer questions about the nutritional value of foods served.	Food habits and customs Food fads and fallacies Basic Four Food Groups  Nutrients needed by the body  Nutritional needs at various ages  Factors to consider in menu planning  Common diet modifications

COURSE UNIT V

SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Select the appropriate piece of equipment for a particular task.

Describe safety measures to observe when using knives.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Select proper hand utensil for specific food preparation tasks.	Select and use appropriate utensils for food preparation.	The appropriate utensil to select for a particular task
11. Measure and weigh foods according to specifications listed in standard recipes.	Use standard weights and measures in preparing foods.	Procedures to follow when measuring and weighing foods Functions of scales and balances and their use and care

COURSE UNIT VI

LARGE EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Select and correctly use proper piece of equipment for a specified job in food preparation and service.	Use food service equipment correctly.	Procedures for using commercial kitchen equipment Factors related to the care of commercial kitchen equipment Appropriate methods of handling equipment to avoid injury and damage

COURSE UNIT VII

LARGE EQUIPMENT FOR COOKING FOOD

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Select and correctly use proper piece of equipment for cooking food.	Use food service equipment correctly.	Procedures for using commercial kitchen equipment Factors related to the care of commercial kitchen equipment Appropriate methods of handling equipment to avoid injury and damage

## COURSE UNIT VIII

### TECHNIQUES OF FOOD PREPARATION

**OBJECTIVES:** Interpret terms, abbreviations, equivalents, and substitutions used in recipes.

Plan work so as to meet scheduled deadlines.

Adapt techniques of work simplification to tasks performed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Read recipes, know terminology, and follow directions..	Follow standard recipes accurately.	Importance of following standard procedures when using a recipe
15. Assemble food orders and place them on plates and trays.	Portion foods accurately and arrange attractively on plate.	Characteristics of standard recipe Terminology, abbreviations, substitutions, and equivalents used in recipes
16. Verify orders by scanning filled plates to insure specified portion and quality of food.	Check food orders quickly for accuracy and quality.	Importance of following directions when preparing convenience foods Processes used to preserve convenience foods Reasons for portioning foods Methods used to portion foods Necessity for accurate portions to insure customer satisfaction

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
17. Plan work schedule so foods are ready at serving time.	Schedule work so foods are prepared by serving time.	Purpose of work simplification Work simplification techniques Principles of motion economy which affect job performance

COURSE UNIT IX

COLD FOOD WORK STATION

OBJECTIVES:      Describe procedures to be used in the preparation of quality cold foods.  
                     Identify standards for quality cold food products.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
18. Make beverages, such as coffee and tea, and place them in serving locations.	Prepare beverages of high quality consistently.	Standard procedures for preparing beverages
19. Follow standard procedures for preparing a variety of foods.	Assemble ingredients and equipment for various processes of food preparation.  Prepare cold foods following standardized procedures and recipes.	Ingredients used in various cold foods  Various processes of food preparation: Salads Sandwiches
20. Evaluate quality of food prepared.	Judge quality of a variety of foods by sight, odor, and taste.	Correct temperature for preparing cold foods  Care and storage of various cold foods  Quality standards for raw and prepared foods  Necessity for consistency in preparation of high quality cold food products  Ways to serve various cold foods  Garnishes and garnishing

COURSE UNIT X

HOT FOOD WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality hot foods.

Identify standards for quality hot food products.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Follow standard procedures for preparing a variety of foods.	<p>Assemble ingredients and equipment for various processes of food preparation.</p> <p>Prepare hot foods following standardized procedures and recipes.</p> <p>Various processes of food preparation:</p> <p>Eggs Soups Sauces Vegetables Cereals Pasta Meat, Poultry, Seafood</p> <p>Correct temperatures for preparing hot foods</p> <p>Care and storage of various hot foods</p>	<p>Ingredients used in various hot foods</p> <p>Quality standards for hot foods</p> <p>Necessity for consistency in preparation of high quality hot food products</p> <p>Ways to serve various hot foods</p>
20. Evaluate quality of food prepared.	<p>Judge quality of a variety of foods by sight, odor, and taste.</p>	

COURSE UNIT XI

BAKE WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality baked foods.  
Identify standards for quality baked food products.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>19. Follow standard procedures for preparing a variety of foods.</p>	<p>Assemble ingredients and equipment for various processes of food preparation.</p> <p>Prepare baked foods following standardized procedures and recipes.</p>	<p>Ingredients used in various baked foods</p> <p>Various procedures of food preparation:</p> <p>Desserts Cakes Cookies</p> <p>Pastries Quick Breads Yeast Breads</p> <p>Correct temperatures for preparing baked foods</p> <p>Care and storage of various baked foods</p>
<p>20. Evaluate quality of food prepared.</p>	<p>Judge quality of a variety of foods by sight, odor, and taste.</p>	<p>Quality standards for baked foods</p> <p>Necessity for consistency in preparation of high quality of baked products</p> <p>Ways to serve various baked foods</p>

COURSE UNIT XII

CUSTOMER SERVICE TECHNIQUES

OBJECTIVES:

- Define the various types of service used in the food service industry.
- Describe procedures for setting the table for the different types of service.
- Practice techniques which make the customer feel welcome and comfortable.
- Analyze techniques used in taking orders, serving foods, and clearing tables.
- Recognize the necessity for alertness to customer needs.
- Recognize the contribution bus service makes to the operation of the food service establishment.
- Identify tasks involved in bus service.

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TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>21. Serve food in manner prescribed at place of employment.</p> <p>22. Set assigned tables at the beginning of the work day and maintain tables during service hours.</p> <p>23. Help arrange tables for large groups and banquets.</p>	<p>Serve food properly according to type of service used.</p> <p>Set tables in manner prescribed by employer.</p> <p>Set up rooms for special functions.</p> <p>Arrange tables in an efficient manner.</p>	<p>American, French, Russian, and buffet types of service</p> <p>Terms related to table settings</p> <p>Methods of setting tables</p> <p>Factors to consider in determining room arrangements</p> <p>Possible table arrangement for large groups and banquets</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
24. Welcome customers in an appropriate manner.	Make customers feel welcome in a friendly, pleasant manner.	Importance of first impressions in the food service industry
25. Fill water glasses and distribute menus.	Relate to customers in a friendly, pleasant manner.	Appropriate appearance for service host or hostess
26. Offer suggestions or answer questions about the menu.	Explain terms on menu.	Personality traits which contribute to success as a service host or hostess
27. Write orders following prescribed methods.	Follow directions for writing orders.	Techniques to use when seating guests
28. Place orders in kitchen.	Take telephone orders.	Procedure to follow when greeting customer
29. Prepare menu folders.	Place order in kitchen for efficient service.	Techniques to use when serving children and handicapped guests
30. Serve food to customer.	Type menu folders.	Terms used on menus
	Importance for taking orders accurately	Methods for writing and placing orders
	Necessity for taking orders accurately	Telephone etiquette
	Importance of following directions when typing menu folders	Necessity for taking orders accurately
	Techniques used in the serving of food at tables, booths, and counters	Importance of following directions when typing menu folders
	Techniques of fountain service	Techniques used in the serving of food at tables, booths, and counters

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>31. Check the needs of the customers periodically and supply them with needed items.</p> <p>32. Clear items from tables as the customer is finished with them.</p> <p>33. Replenish serving station during serving hours.</p> <p>34. Fill condiment containers, arrange dishes and silverware in appropriate places.</p>	<p>Order in which service is performed for different meals</p> <p>Use of a tray for serving food</p> <p>Responsibilities involved in cafeteria service.</p> <p>Ways to display foods in an attractive manner</p> <p>Importance of keeping serving area clean</p> <p>Responsibilities involved in fast food service</p> <p>Importance of being alert to customers' needs as a contributing factor in the success of a business</p> <p>Procedure to follow when removing food and dishes from table</p> <p>Tasks involved in bus service</p> <p>Importance of bus service to overall food service operation</p> <p>Ways to organize equipment and supplies used in bus service</p>	<p>Order in which service is performed for different meals</p> <p>Use of a tray for serving food</p> <p>Responsibilities involved in cafeteria service.</p> <p>Ways to display foods in an attractive manner</p> <p>Importance of keeping serving area clean</p> <p>Responsibilities involved in fast food service</p> <p>Importance of being alert to customers' needs as a contributing factor in the success of a business</p> <p>Procedure to follow when removing food and dishes from table</p> <p>Tasks involved in bus service</p> <p>Importance of bus service to overall food service operation</p> <p>Ways to organize equipment and supplies used in bus service</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
35. Remove soiled items from tables and stations.	Remove items from tables and serving station efficiently and quietly.	Importance of quiet and efficient methods in the performance of busing tasks
36. Carry loaded trays between kitchen and serving areas.	Load and carry or push trays and carts properly.	Efficient methods of loading and carrying or pushing trays and carts
37. Sort, count, and store utensils at designated places.	Replenish utensils as directed.	Procedures for sorting and counting silverware
38. Itemize and total the price of each order.	Total checks accurately and quickly.	Procedures for filling out checks
39. Present check to customer.	Present check to customer in an acceptable manner.	Manner in which check should be presented to customer
40. Make change.	Count change.	Procedures for counting change
41. Do side work and perform closing duties.	Manage side stand efficiently.	Side work duties
	Closing duties	

COURSE UNIT XIII

PROCEDURES FOR STOREROOM CONTROL

OBJECTIVES:

Identify procedures used in compiling orders, receiving, and storing food and supplies.

Describe reasons food and supplies are issued to employees.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
42. Follow standard procedures for receiving food and supplies.	Check in food and supplies ordered in an efficient and orderly manner.	Forms used for receiving food and supplies Necessity for checking both quality and quantity of goods received Procedures to follow when receiving food and supplies
43. Requisition or issue food and supplies.	Issue food and supplies to workers in the food service operation.	Types of scales used for receiving goods Forms used for requisitioning food and supplies Importance of filling only authorized requisitions
44. Store food and supplies in appropriate facilities and at proper temperatures.	Store food and supplies in appropriate facilities. Care for storage facilities.	Principles of storing food and supplies Temperatures appropriate for different types of storage
45. Assist with inventory of food and supplies.	Take inventory accurately.	Purposes of inventories Procedures for taking inventories

HOME FURNISHINGS AIDE

## HOME FURNISHINGS AIDE JOB ANALYSIS

(Used in interviews with managers, owners, and employees of drapery and upholstery workrooms, interior design studios, and department stores.)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_  
 Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

DIRECTIONS: Please check in the appropriate column the responsibilities you expect an aide to assume when working as a home furnishings aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A home furnishings aide assumes numerous responsibilities in home decorating and the construction of draperies and/or accessories for the home in such situations as furniture stores, furniture departments, drapery shops, interior design shops, or specialty shops. Working under the supervision of an interior designer or person trained in upholstery or drapery construction, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting responsibilities of the business.				
2. Familiarize self with policies and procedures of business operation.				
3. Work cooperatively with co-workers and accept instruction and guidance from employer.				
4. Answer telephone and perform some clerical duties when necessary.				
5. Organize and file sample catalogs.				
6. Assist in store and window arrangements for the china department.				
7. Fill out cards for bridal selections and arrange bridal table settings in the china department.				
8. Assist in the planning and moving of furniture for store arrangements.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9.	Assist in wallpaper department be keeping samples straightened.			
10.	Assist in arrangements coordinating wallpaper samples, fabrics, and accessories.			
11.	Keep drapery and upholstery samples straightened in fabric department.			
12.	Measure, cut, and mail fabrics according to specifications.			
13.	Assist in store and window arrangements in accessory department.			
14.	Maintain information files in the accessory department.			
15.	Accompany interior designer on visits to client's homes.			
16.	Prepare draft for simple room layout and furniture arrangement.			
17.	Operate power sewing equipment.			
18.	Replenish drapery work tables with thread, needles, scissors, and measuring guides.			
19.	Receive drapery fabric and work orders from delivery person.			
20.	Measure and cut drapery fabrics.			
21.	Sew drapery lengths together.			
22.	Split drapery lengths when necessary.			
23.	Fold and crease drapery hems and sides.			
24.	Insert crinoline at top of draperies.			
25.	Stitch drapery hems and sides.			
26.	Attach lining to draperies.			

	DAILY	OCCASIONALLY	DOES NOT APPLY	PROPOSED SCHEDULE
27.	Assist in tabling process by pinning-off drapery pleats.			
28.	Stitch drapery pleats.			
29.	Fold and band draperies.			
30.	Break and tack drapery pleats.			
31.	Insert hooks in completed draperies.			
32.	Assist in installing draperies.			
33.	Assist in repairing and remaking draperies.			
34.	Construct the following accessory items: pillows, bolsters, bedspreads, covered cornices, window shades, and fabric fills for shutters.			
35.	Measure and cut fabrics for upholstered furniture.			
36.	Assemble and stitch upholstery fabric pieces.			
37.	Attach upholstery fabric to furniture.			
38.	Assist in care and maintenance of workroom and/or store.			

COURSE UNIT I

WHAT IS A HOME FURNISHINGS AIDE?

OBJECTIVES: Become aware of tasks and competencies expected of employees in different areas of home furnishings service.

Recognize personal characteristics which contribute to success as a home furnishings employee.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Relate job responsibilities to personal qualities and to the type of home furnishings establishment.	Job opportunities in the home furnishings field
		Tasks assumed by employees in drapery and upholstery workrooms
		Tasks assumed by employees in interior design studios
		Tasks assumed by employees in department stores related to home furnishings
		Personal qualities and abilities needed by a successful home furnishings employee
		Importance of self-evaluation criteria for successful performance of job
1.	Evaluate self in terms of ability to meet job responsibilities.	Ways to use these criteria to evaluate personal progress in meeting job requirements

COURSE UNIT II  
BUSINESS ASPECTS

OBJECTIVES: Identify policies and procedures which relate to the position of home furnishings aide.

Comprehend the role of interpersonal relationships in job success.

Recognize and accept proper procedures to follow when performing the responsibilities assigned to a home furnishings aide.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Familiarize self with policies and procedures of business operation.	Accept and follow policies of the business firm.	Typical policies and procedures of home furnishings business Importance of following policies and procedures in a particular business operation
3. Work cooperatively with co-workers and accept instruction and guidance from employer.	Accept directions and instruction from persons in authority.	Need for flexibility in performance of duties as home furnishings aide Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships
4. Answer telephone and perform some clerical duties when necessary.	Answer telephone following prescribed procedure.	Importance of willingness to accept and carry out various assigned tasks Telephone etiquette Necessity for accuracy in recording information resulting from telephone conversations

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Perform clerical duties assigned to a home furnishings aide	File catalogs following prescribed method for various types.	Importance of neatness and accuracy in performing clerical duties
5. Organize and file sample catalogs.		<p>Types of catalogs used in interior decorator studios and department stores</p> <p>Importance of keeping catalogs filed in an organized manner</p> <p>Different methods used in filing catalogs</p>

COURSE UNIT III

INTERIOR DESIGN STUDIOS AND DEPARTMENT STORES

OBJECTIVES:

Relate the principles and elements of design to arrangements in the various home furnishings departments.

Recognize importance of keeping drapery and upholstery samples and accessory files in order.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
6. Assist in store and window arrangements for china department.	Apply the basic rules for using color, line, form, and texture in all aspects of interior designing.	Elements of design and their application
7. Fill out cards for bridal selections and arrange bridal table settings in the china department.	Accept suggestions from supervisory personnel in applying elements and principles of design.	Principles of design and their application
	Set up store and window arrangements using objects from china department.	Principles involved in selection and coordination of tableware, flatware, glassware, and linens
	Arrange a table setting based on bridal selections.	Information needed on bridal display cards
		Importance of keeping customer files accurate and current

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Assist in the planning and moving of furniture for store arrangements.	<p>Plan store furniture arrangements.</p> <p>Recognize furniture of a given period.</p> <p>Observe safety precautions while moving furniture.</p> <p>Keep samples straightened.</p>	<p>Principles of furniture arrangement</p> <p>Styles and characteristics of furniture in various periods</p> <p>Current trends in furniture buying</p> <p>Safety hazards involved in moving furniture</p> <p>Care of furniture while moving from one arrangement to another</p> <p>Catalog system (Refer to UNIT III)</p> <p>Importance of keeping wallpaper samples in order</p>
9. Assist in wall paper department by keeping samples straightened.		
10. Assist in arrangements coordinating wall paper samples, fabrics, and accessories.		
11. Keep drapery and upholstery samples straightened in fabric department.		

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Measure, cut, and mail fabrics according to specifications.	Measure and cut fabrics.	Importance of observing crosswise grainline while cutting fabrics Procedures for wrapping fabrics to be mailed
13. Assist in store and window arrangements in accessory department.	Plan store and window arrangement using accessory items.	Information to include with fabrics being mailed Selection and coordination of accessory items for a given room Types and placement of lamps for various purposes
14. Maintain information files in the accessory department.	Keep files in order.	Factors to consider when planning accessory groupings Principles involved in effective wall groupings of accessories Catalog system (Refer to UNIT II) Types of items in accessory departments

COURSE UNIT IV

THE CLIENT'S HOME

OBJECTIVES:

Describe procedures for taking room and drapery measurements.

Recognize guidelines to follow when representing a business establishment in a client's home.

Relate principles and elements of design to interior design in the home.

Draw floor plan to illustrate room layout and furniture arrangements.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Accompany interior designer on visits to clients' homes.	<p>Establish rapport with others.</p> <p>Leave a good impression with the client.</p> <p>Measure windows for draperies.</p>	<p>Importance of first impressions</p> <p>Role of a professional person in a client's home</p> <p>Various types of window treatments (draperies, valances, swags, cascades)</p> <p>Different types of windows</p> <p>Proper techniques for measuring specific kinds of windows for draperies</p> <p>Procedures for calculating amount of fabric needed for various types of draperies</p> <p>Suggest drapery fabric for windows in a variety of rooms.</p> <p>Principles involved in planning window treatments</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>16. Prepare draft for simple room layout and furniture arrangement.</p> <p>Suggest furniture arrangement for a given room.</p> <p>Take room measurements in a minimum amount of time.</p> <p>Draw a furniture arrangement for a simple room layout.</p>	<p>Principles involved in arranging furniture for a given room</p> <p>Basic rules for taking and recording room measurements accurately</p> <p>Reasons for using scaled room layouts</p> <p>Use of scaled furniture, graph paper, drawing pencils, and other supplies necessary in preparing a simple room layout</p>	<p>Symbols and scales used on floor plans</p>

COURSE UNIT V

BASIC DRAPERY CONSTRUCTION

**OBJECTIVES:**

- 1. Identify safety measures to be observed when operating power sewing equipment.
- 2. Interpret information found on drapery work orders.
- 3. Apply procedures for measuring and cutting drapery fabric.
- 4. Describe procedures used in constructing and installing lined and unlined drapery panels.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
17. Operate power sewing equipment.	<p>Operate efficiently the various types of power sewing equipment.</p> <p>Observe safety precautions when using power sewing equipment.</p> <p>Organize supplies and materials for efficient use.</p>	<p>Function, operation, and care of industrial sewing machines, serging machines, blindstitch machines, and taking machines</p> <p>Safety precautions to observe in the use of power sewing equipment</p> <p>Types of equipment used at drapery work tables</p> <p>Necessity of working in an efficient and orderly manner</p>
18. Replenish drapery work tables with thread, needles, scissors, and measuring guides.		<p>Types of window treatments and procedures for measuring (Refer to UNIT IV)</p> <p>Terms used in drapery workrooms</p>
19. Receive drapery fabric and work orders from delivery person.	Read and interpret drapery work orders.	Procedures to follow when receiving fabric

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
20. Measure and cut drapery fabric.	<p>Measure panel lengths.</p> <p>Match designs in printed drapery fabrics are used.</p>	<p>Information found on a drapery work order</p> <p>How to measure panel lengths from bolts of drapery fabric</p>
21. Sew drapery lengths together.	<p>Cut drapery panel lengths from bolt of fabric.</p> <p>Select correct thread for a variety of drapery fabrics.</p> <p>Use appropriate sewing techniques when sewing drapery lengths together.</p>	<p>Procedure for determining panel lengths to be cut when printed drapery fabric is used and how to match printed fabric</p> <p>Techniques used for cutting various drapery fabrics</p>
22. Split drapery lengths when necessary.	<p>Cut drapery lengths into two lengths following lengthwise grain.</p>	<p>Thread and fabric coordination for a variety of drapery fabrics</p> <p>Sewing techniques used on various drapery fabrics</p>
23. Fold and crease drapery hems and sides.	<p>Cut drapery lengths following lengthwise grain.</p> <p>Prepare draperies for hemming.</p>	<p>Reasons for splitting drapery lengths</p> <p>Importance of cutting drapery lengths on lengthwise grain</p>
24. Insert crinoline at top of draperies.	<p>Prepare draperies observing the method used by the work room.</p>	<p>Procedures involved in folding and creasing drapery hems and sides in various types of draperies</p>
25. Stitch drapery hems and sides.	<p>Insert crinoline at top of draperies.</p> <p>Stitch drapery hems and sides.</p>	<p>Methods used for inserting crinoline in draperies</p> <p>Stitches used for side and bottom hems on draperies.</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
26. Attach lining to draperies.	Use the appropriate procedure when attaching lining to draperies.	Procedures used for attaching linings to drapery panels
27. Assist in tabling process by pinning-off the drapery.	Pin-off drapery pleats following the appropriate procedures.	Procedures used in pinning-off drapery pleats  Importance of accuracy in pinning-off drapery pleats
28. Stitch drapery pleats.	Crease and stitch drapery pleats.	Method of stitching drapery pleats
29. Fold and band draperies.	Fold draperies following correct procedure.	Procedures used in folding draperies  Importance of accuracy and neatness in folding draperies
30. Break and tack drapery pleats.	Band draperies using correct method.	Methods and types of bands used in banding different types of draperies
31. Insert hooks in completed draperies.	Break drapery pleats following recommended procedures for different types of pleats.	Different types of pleats used in draperies  Procedures used in breaking different types of drapery pleats
27	Tack drapery pleats by hand or machine.	Procedures used in breaking different types of drapery pleats  Appropriate location of tack on drapery pleat
28	Insert hooks in draperies following appropriate procedures.	Stitching methods used in tacking drapery pleats (hand and machine)  Types of hooks used in draperies

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
32. Assist in installing draperies.	<p>Assemble drapery hardware from stock for installation of different types of draperies.</p> <p>Determine the best means of supporting draperies on various types of walls.</p> <p>Rip out seam stitching without damaging fabric.</p>	<p>Procedures for inserting hooks in different types of draperies</p> <p>Types of drapery hardware</p> <p>Guides for selection and use of drapery hardware</p> <p>Installation procedures recommended for various types of walls and drapery hardware</p> <p>Importance of observing original construction of drapery before ripping</p> <p>Possible damage resulting from care-less ripping</p>
33. Assist in repairing and remaking draperies.		<p>Follow instructions listed on drapery work order.</p> <p>Importance of meeting client expectation when repairing or remaking draperies</p>

COURSE UNIT VI

CONSTRUCTION OF MISCELLANEOUS DECORATIVE FURNISHINGS

OBJECTIVES:

- Identify the various types of accessory items.
- Describe processes to be followed in measuring and constructing accessory items.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
34. Construct the following accessory items: pillows, bolsters, bedspreads, covered cornices, window shades, and fabric fills for shutters.	<p>Construct various types of pillows following correct procedure.</p>	<p>Different types of decorator pillows and their function</p> <p>Construction procedures for various types of pillows</p> <p>Construction procedures used in making bolsters</p> <p>Types of bedspreads</p> <p>Steps in taking bedspread measurements</p> <p>Procedures involved in cutting and constructing bedspreads</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Construct covered cornices. Construct window shades. Construct fabric fills for shutters.	Techniques for constructing cornices Types and styles of window shades Methods used for trimming window shades Procedures followed in constructing fabric fills for shutters	

COURSE UNIT VII

THE UPHOLSTERY WORKROOM

**OBJECTIVES:** Identify processes to be followed in measuring, cutting, and assembling upholstery fabric pieces.

Describe procedures for attaching upholstery fabric to furniture.

Recognize characteristics of quality workmanship.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
35. Measure and cut fabrics for upholstered furniture.	<p>Select suitable fabrics for different styles of furniture.</p> <p>Estimate yardage needed for upholstery furniture.</p>	<p>Fabrics suitable for use with different furniture styles</p> <p>Procedures for estimating yardage needed for furniture to be upholstered</p>
36. Assemble and stitch upholstery fabric pieces.	<p>Cut upholstery fabric accurately.</p>	<p>Guidelines to follow when cutting upholstery fabric</p>
37. Attach upholstery fabric to furniture.	<p>Join and stitch upholstery fabric pieces.</p>	<p>Importance of placement of design when a patterned fabric is used</p> <p>Construction processes used in joining and stitching upholstery fabric pieces</p>
	<p>Attach fabric to furniture observing proper grainline placement.</p>	<p>Proper placement of grainline</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Use appropriate supplies and procedures to attach fabric to furniture.</p> <p>Upholster furniture in a minimum amount of time with accuracy.</p>	<p>Appropriate supplies and equipment to use when attaching upholstery fabric to furniture</p> <p>Procedures to follow in attaching upholstery fabric to furniture</p> <p>Characteristics of a product which has a professional appearance</p>	

COURSE UNIT VIII  
CARE AND MAINTENANCE

OBJECTIVES:

- Use recommended procedures for cleaning and maintaining a workroom and/or a store.
- Recognize necessity of keeping supplies in order for easy accessibility and efficient job performance.
- Identify the principles of safety which relate to the handling and storing of merchandise.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
38. Assist in care and maintenance of workroom and/or store.	<p>Select appropriate supplies for dusting work table, counters, shelves, furniture, equipment, and displays.</p> <p>Keep supplies in order for easy accessibility.</p>	<p>Importance of cleaning tasks and attitudes toward performing these tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p> <p>Keep stock straightened in stockroom and under counters.</p> <p>General procedures to follow in caring for display furniture</p> <p>Importance of keeping work area well organized</p> <p>Safety practices necessary when using equipment and supplies</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	<p>Recognize safety hazards that may cause accidents in department stores and interior design studios.</p>	<p>Importance of unobstructed passageways or aisles</p> <p>Safety principles involved in moving furniture and arrangements</p>

HOUSEKEEPING MANAGEMENT ASSISTANT

## HOUSEKEEPING MANAGEMENT ASSISTANT JOB ANALYSIS

(Used in interviews with employers and employees in hotels, motels, apartment buildings, nursing homes, hospitals, schools, cleaning services and private homes)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a housekeeping management assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A housekeeping management assistant assumes numerous housekeeping responsibilities in such establishments as hospitals, nursing homes, hotels, motels, educational institutions, commercial establishments, or private homes. The student performs the following functions:

	OCCASION-ALLY	DAILY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Familiarize self with policies and rules of conduct for employees in housekeeping management.				
2. Exercise proper selection, use and care of cleaning equipment and supplies.				
3. Observe safety precautions to prevent accidents in use of equipment and supplies.				
4. Save time and energy whenever possible in performing tasks.				
5. Fill cart or carrier with supplies issued by person in charge.				
6. Report to assigned section with pass key and occupancy report.				
7. Make a preliminary check of room condition when entering.				
8. Perform preliminary cleaning tasks.				

	DAILY	OCCASION- ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9. Clean a guest room.				
10. Check vacant rooms in assigned section and dust furniture if necessary.				
11. Turn in occupancy report and pass key before leaving.				
12. Clean an occupied hospital room.				
13. Clean an unoccupied hospital room or discharge unit.				
14. Clean an isolation unit.				
15. Keep a private home clean and in reasonable order.				
16. Clean and straighten closets and storage areas.				
17. Clean and polish kitchen cabinets.				
18. Clean range tops, ovens, and exhaust fans.				
19. Defrost and clean interior of refrigerators.				
20. Clean coffee-makers and other small appliances.				
21. Load and operate dishwasher or wash dishes by hand.				
22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories.				
23. Sweep, mop, or vacuum floors according to type of floor.				
24. Wax and buff or apply floor finish.				

	DAILY	OCCASION- ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
25. Shampoo carpet.				
26. Make beds.				
27. Assist in turning mattresses as directed.				
28. Dust, wax or polish, and clean furnishings according to materials used in their construction.				
29. Clean glass, light fixtures, walls, ceilings, doors, and woodwork.				
30. Clean window treatments.				
31. Remove stains from various surfaces.				
32. Take appropriate measure to prevent and control pests.				
33. Clean and sanitize bathrooms, restrooms, and shower rooms.				
34. Sort laundry.				
35. Use laundry equipment and supplies correctly.				
36. Iron or press clothes and linens.				
37. Fold, store, and distribute clean linens and clothes.				
* 38. Perform minor electrical maintenance and repairs.				
* 39. Do minor non-electrical maintenance and repairs.				
* 40. Repair furniture.				
* 41. Care for houseplants.				

	DAILY	ONCE- ONLY	DOES NOT APPLY	PROPOSED SCHEDULE
* 42. Perform specified grounds duties.				
* 43. Maintain swimming pool area.				
* 44. Plan family and guest meals.				
* 45. Shop for food and supplies.				
* 46. Use safe and sanitary procedures in food storage and preparation.				
* 47. Select and correctly use proper equipment for a specific job.				
* 48. Prepare a variety of foods and beverages.				
* 49. Serve food in manner prescribed by employer.				
* 50. Help arrange tables for special parties.				
* 51. Care for infant as directed by supervisor.				
* 52. Help children develop acceptable behavior patterns.				
* 53. Help children develop good food habits and table manners.				
* 54. Assume some responsibility, under supervision, for play of children.				
* 55. Assume responsibility for children's health and safety.				

\* These specialized tasks are performed by only a few housekeeping management assistants. Lessons on these tasks are not included in the student materials. References covering these tasks may be found in the reference list accompanying this guide.

COURSE UNIT I

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

OBJECTIVES:

- List the tasks and competencies of a housekeeping management assistant.
- Identify opportunities for advancement in housekeeping management.
- Apply policies and rules of conduct to specific job.
- Analyze self in terms of desirable personal characteristics needed by a housekeeping management assistant.
- Summarize the relationship between job success and interpersonal relationships.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Familiarize self with policies and rules of conduct for employees in housekeeping management.	Relate policies and rules of conduct of the business to self.	<p>Career opportunities in the housekeeping field</p> <p>Importance of role of housekeeping personnel in a business or institution</p> <p>Personal characteristics and abilities desired by employers</p> <p>Need for self-evaluation</p> <p>Business policies related to position of housekeeping or custodial management assistant</p> <p>Tasks and competencies expected of employee</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Forms, records, and reports used on the job

COURSE UNIT II

USE OF EQUIPMENT AND SUPPLIES

OBJECTIVES: Employ correct procedures in the selection, use, and care of the equipment and supplies necessary for performing the tasks of a housekeeping management assistant.

Relate to specific situations safety precautions in handling equipment and supplies.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Exercise proper selection, use, and care of cleaning equipment and supplies.	Select, use, and care for equipment and supplies.	Selection of proper equipment and supplies for use in performing tasks
3. Observe safety precautions to prevent accidents in use of equipment and supplies.	<p>Correct use of a variety of equipment and supplies</p> <p>Proper storage of equipment and supplies</p> <p>General procedures to follow in caring for equipment and supplies</p> <p>Procedures for cleaning the service sink</p> <p>Safety practices necessary in using equipment and supplies</p>	<p>Correct use of a variety of equipment and supplies</p> <p>Procedures for cleaning the service sink</p> <p>Safety practices necessary in using equipment and supplies</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>4. Save time and energy whenever possible in performing tasks.</p> <p>5. Fill cart or carrier with supplies issued by person in charge.</p>	<p>Apply first aid.</p> <p>Recognize ways to save time and energy in performing tasks.</p> <p>Select necessary number and kind of supplies for day's work.</p>	<p>First aid for minor injuries</p> <p>Principles of body mechanics</p> <p>Organization of equipment, supplies and tasks</p> <p>Principles of work simplification</p> <p>Supplies necessary for a day's work</p> <p>Importance of arrangement of supplies on cart</p>

COURSE UNIT III

CLEANING GUEST ROOMS

OBJECTIVES:

Describe procedures for entering and leaving rooms.

Follow instruction from employer or supervisor concerning methods and sequences to be used when performing cleaning tasks.

Follow sanitary procedures in performing all cleaning tasks.

Plan for efficient performance of all tasks necessary to put rooms in good order.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
6. Report to assigned section with pass key and occupancy report.	Read and interpret occupancy reports. Accept responsibility for pass key.	Symbols and terms used to indicate occupancy status of rooms Importance of pass key
7. Make a preliminary check of room condition when entering.	Recognize room damage and identify missing items.	Procedures used to enter rooms Procedures for reporting room damage and missing items Importance of checking furniture placement and condition Procedures for handling "lost and found" items

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Perform preliminary cleaning tasks.	<p>Collect and empty trash containers, ash trays, partially filled glasses, pitchers, and ice buckets.</p> <p>Remove and replace light bulbs when necessary.</p> <p>Remove soiled linens and deposit in designated place.</p>	<p>Suggested procedures and reasons for adjusting windows or heating or cooling equipment</p> <p>Procedures for collecting and emptying trash and glasses</p> <p>Safety procedures to follow in removing and replacing bulbs</p> <p>Procedure for removing bed linens</p> <p>Careful and sanitary handling of linens</p>
9. Clean a guest room.	<p>Clean a guest room following recommended procedures.</p>	<p>Steps in cleaning guest rooms</p>
10. Check vacant rooms in assigned section and dust furniture if necessary.	<p>Make closet and furniture drawers look neat, and provide adequate supplies.</p> <p>Move furniture and rehang draperies.</p>	<p>Supplies necessary for the comfort of the guest</p> <p>Recommended furniture and drapery placement</p>
11. Turn in occupancy report and pass key before leaving.	<p>Evaluate own work.</p> <p>Evaluate condition of vacant rooms, and perform any task necessary to put room in good order.</p> <p>Keep accurate records.</p>	<p>Reasons for checking vacant rooms</p> <p>Necessity for returning pass key and turning in required reports</p>

COURSE UNIT IV  
CLEANING PATIENT ROOMS

**OBJECTIVES:**

- Recognize necessity for sanitation and disinfection in hospital cleaning tasks.
- Describe procedures for cleaning occupied rooms, unoccupied rooms, discharge units, and isolation units.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Clean an occupied hospital room.	<p>Perform tasks in a way that prevents spread of infection.</p> <p>Clean hospital rooms following recommended procedures.</p> <p>Deal with patients in a pleasant, professional manner.</p> <p>Evaluate appearance of room.</p>	<p>Reasons for disinfecting.</p> <p>Conditions affecting bacterial growth</p> <p>Types and uses of disinfectants</p> <p>Procedures for cleaning occupied rooms</p> <p>Guidelines for dealing with patients</p> <p>Methods for cleaning discharge and unoccupied units</p>
13. Clean an unoccupied hospital room or discharge unit.		<p>Importance of checking appearance and placement of furniture and supplies after cleaning room</p>
14. Clean an isolation unit following recommended procedures.		<p>Two types of isolation units</p> <p>Techniques of isolation</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Handle contaminated laundry to avoid infection.</p> <p>Use various methods of terminal disinfection.</p> <p>Use isolation gown and mask.</p>	<p>Procedures for cleaning occupied rooms and discharge isolation units</p> <p>Procedures for handling contaminated laundry</p> <p>Types of terminal disinfection and procedures for using each type</p> <p>Use of isolation gown and mask</p>	

COURSE UNIT V

CLEANING THE PRIVATE HOME

**OBJECTIVES:**

- Describe procedures for entering and leaving the private home.
- Follow instructions from employer concerning methods and sequences to be used when performing cleaning tasks.
- Follow sanitary procedures in performing all cleaning tasks.
- Make efficient use of time and energy in performing cleaning tasks.
- Evaluate own work habits, and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Keep a private home clean and in reasonable order.	Clean private home following recommended procedures.	Procedures for cleaning private home
16. Clean and straighten closets and storage areas.	Arrange closets and storage areas neatly.	Principles of storage
17. Clean and polish kitchen cabinets.	Select and use correct supplies for cleaning and polishing kitchen cabinets.	Importance of efficient and neat storage arrangements
18. Clean range tops, ovens, and exhaust fans.	Remove grease and grime without damage to range or oven finish.	Supplies and methods to use in cleaning kitchen cabinets
		Methods and cleaning supplies for cleaning ranges, ovens, and exhaust fans

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Defrost and clean interior of refrigerators.	Remove ice build-up from freezer and wash interior walls, shelves, and drawers.	Efficient methods of frost removal and cleaning of refrigerators
20. Clean coffee-makers and other small appliances.	Remove grease and grime without damaging appliance or electrical components.	Procedures for cleaning coffee makers and small electrical appliances
21. Load and operate dishwasher or wash dishes by hand.	Operate a dishwasher, or wash, rinse, and drain dishes in a sanitary way.	Methods for loading and operating a dishwasher

Sanitary methods of hand dishwashing

COURSE UNIT VI  
PROVIDING BUILDING SERVICES

**OBJECTIVES:**

- 1. Describe procedures for entering and leaving offices.
- 2. Describe procedures for cleaning public areas.
- 3. Explain the value of a "spotless" and orderly appearance for public areas.
- 4. Accept and follow instructions from employer or supervisor concerning methods and sequence to be used when performing cleaning tasks.
- 5. Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories.	Clean facilities following recommended procedures.	Procedures for cleaning public areas (entranceways, hallways, stairways, elevators, lounges, lobbies) Procedures for cleaning offices Procedures for cleaning schools and churches (classrooms, laboratories, auditoriums, gymnasiums) Procedures for cleaning kitchens and dining areas Procedures for cleaning businesses Procedures for cleaning factories

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Deal with students or occupants in a pleasant, professional manner.	Guidelines for dealing with students or occupants

COURSE UNIT VII

MAINTENANCE OF FLOORS

OBJECTIVES:

- Explain differences in flooring.
- Describe the appropriate method for cleaning each type floor.
- Utilize proper supplies and methods for shampooing carpets.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
23. Sweep, mop, or vacuum floors according to type of floor.	Clean different types of flooring using proper method of cleaning.	<p>Major categories of flooring and acceptable methods for cleaning each type</p> <p>Different types of mopping</p> <p>Procedures for sweeping, dust mopping, wet mopping, and scrubbing</p> <p>Spot mopping</p> <p>Procedures for vacuuming</p>
24. Wax and buff or apply floor finish.	Select and use recommended wax or finish and method for application according to type floor.	<p>Principles of motion economy</p> <p>Work simplification in relation to floor care</p> <p>Differences in types of waxes and finishes</p> <p>Procedures used for waxing floors</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
25. Shampoo carpet.	<p>Use carpet shampooer or shampoo by hand with suitable supplies.</p>	<p>Procedures used for applying floor finish</p> <p>Relationship between care and durability of carpet</p> <p>Difference between a "dry" and "wet" shampoo and procedures for performing each</p>

COURSE UNIT VIII  
GENERAL CLEANING

**OBJECTIVES:** Plan work so that general cleaning tasks are performed on a regular basis.  
Recognize times when general cleaning tasks need to be performed.  
Select proper equipment, supplies, and procedures for performing each cleaning task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
26. Make beds.	Put clean linens on bed quickly and efficiently.	Method of bedmaking required by employer
27. Assist in turning mattresses as directed.	Lift and turn mattress.	Procedures to follow in turning mattresses
28. Dust, wax or polish and clean furnishings according to materials used in their construction.	Care for different types of furniture using proper methods.	Materials used in constructing case goods and upholstered furniture and acceptable methods of caring for each type

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Procedures for dusting  
Procedures for waxing and polishing furniture  
Vacuuming upholstered furniture  
Methods of stain removal and appropriate use for each method  
Shampooing upholstered furniture

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>29. Clean glass, light fixtures walls, ceilings, doors, and woodwork.</p> <p>30. Clean window treatments.</p> <p>31. Remove stains from various surfaces.</p> <p>32. Take appropriate measures to prevent and control pests.</p>	<p>Use proper equipment and supplies for washing glass, light fixtures, walls, chalkboards, ceiling, doors, and woodwork.</p> <p>Clean window treatments.</p> <p>Remove stains from a variety of surfaces without damaging the surface.</p> <p>Take measure to prevent and control infestation by pests.</p>	<p>Applying stain-resistant finishes</p> <p>Efficient and sanitary methods for washing windows, mirrors, light fixtures, walls, ceilings, chalkboards, woodwork, and doors</p> <p>Spot cleaning</p> <p>Procedures to follow for cleaning window shades, venetian blinds, and draperies</p> <p>Common stains</p> <p>Methods of stain removal</p> <p>Common pests</p> <p>Pest prevention and control measure</p>

COURSE UNIT IX

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

OBJECTIVE: Describe sanitary procedures for cleaning bathrooms, restrooms, and shower rooms.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
33. Clean and sanitize bathrooms, restrooms, and shower rooms.	Use a variety of cleaning and sanitizing supplies.	Purpose of sanitizing bathroom Procedures for cleaning and sanitizing bathroom Procedures for cleaning public restrooms Procedures for cleaning shower rooms

COURSE UNIT X

MANAGEMENT OF LAUNDRY PROCEDURES

**OBJECTIVES:**

- Describe procedures for laundering machine-washable and hand-washable articles.
- Analyze functions and appropriate uses for laundry supplies.
- Describe procedures and precautions for operating laundry equipment.
- Apply principles of work simplification to ironing and pressing.
- Demonstrate procedures for folding, storing, and handling linens and clothing.
- Explain the necessity of following linen room procedures.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
34. Sort laundry.	Decide what fabrics and colors may be laundered together.	Types of fabrics and colors which can be safely laundered together Types of soil Effects of various laundry supplies and water temperatures on fabrics and colors Types of pretreatment for stain removal
35. Use laundry equipment and supplies correctly.	Use laundry supplies correctly. Use washer and dryer correctly.	Methods of loading laundry equipment and selecting water levels, temperatures, and timers (cycles)

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		<p>Difference between soaps and detergents and "mild" and "heavy duty" products</p> <p>Purpose and use of fabric softeners and bleaches</p> <p>Relationship between type of detergent, water temperature, and washing time</p> <p>Purpose of dryer</p> <p>Procedures for using dryer</p> <p>Procedures for cleaning articles which require special care</p> <p>Efficient methods of ironing</p> <p>Convenient arrangement of equipment for ironing</p>
36. Iron or press clothes and linens.		<p>Use iron efficiently.</p>
37. Fold, store, and distribute clean linens and clothes.		<p>Fold clothes and linens neatly.</p> <p>Put laundry away carefully.</p>
		<p>Methods of folding to prevent wrinkles</p> <p>Suitable storage of clean clothes and linens</p> <p>Linen room procedures</p> <p>Cleaning linen room and laundry chutes.</p>

PHYSICAL FITNESS ASSISTANT

## PHYSICAL FITNESS ASSISTANT JOB ANALYSIS

(Used in interviews with health spas, figure salons, and "Y's" personnel.)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_  
 Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a physical fitness assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A physical fitness assistant assumes numerous responsibilities assisting with personal analysis, planning diets and exercise programs for members in situations such as health spas, figure salons and "Y's". Working under the supervision of experienced personnel, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Work as a member of the team rotating job responsibilities as outlined by supervisory personnel.				
5. Assist other employees when necessary.				
6. Answer telephone and perform clerical duties when necessary.				
7. Greet and assist members in a pleasant way.				
8. Work in an efficient manner.				
9. Assist with personal analysis of members.				

PROPOSED  
SCHEDULE

OCCASION-  
ALLY

DAILY

DOES NOT  
APPLY

10. Weigh and measure members.			
11. Help plan diets for members.			
12. Plan menus and develop recipes for members.			
13. Tabulate calories.			
14. Help develop exercise programs for members.			
15. Use exercise terminology correctly.			
16. Direct exercise routines for members.			
17. Demonstrate and supervise use of exercise machines.			
18. Supervise use of steam cabinet, sauna, whirlpool, showers, and swimming pool.			
19. Assist members in developing body poise.			
20. Aid members in improving body mechanics.			
21. Help maintain safe facilities.			
22. Practice safe procedures.			
23. Enforce safety rules of the establishment.			
24. Stay alert to situations involving hazards to members' safety.			
25. Assist in administering first aid for minor injuries.			
26. Demonstrate various aspects of physical fitness.			
27. Lecture and conduct classes on physical fitness for groups in schools and community.			

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
38. Sort laundry.				
39. Use laundry equipment and supplies correctly.				
40. Iron or press clothes.				
41. Fold and store clean clothes and linens.				
42. Assist in keeping facilities clean and orderly.				

COURSE UNIT I

WHAT IS A PHYSICAL FITNESS ASSISTANT?

OBJECTIVES:      Become aware of tasks and competencies involved in working as a physical fitness assistant.  
                    Evaluate self in terms of personal qualities related to success as a physical fitness assistant.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of physical fitness facility.	Job opportunities in the physical fitness field Tasks assumed by employees in physical fitness facilities Personal qualities and abilities needed by successful physical fitness assistant Importance of self evaluation criteria for successful performance of job Ways to use criteria to evaluate personal progress in meeting job requirements

## COURSE UNIT II

### PHYSICAL FITNESS ASSISTANT--MEMBER OF A TEAM

#### OBJECTIVES:

- Identify policies and procedures which relate to the position of physical fitness assistant.
- Recognize the relationship between job success and interpersonal relationships.
- Apply policies and rules of conduct to his or her particular job.
- Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, member-employee) which are conducive to job success.
- Practice techniques which make the member feel welcome and comfortable.
- Apply principles of motion economy to tasks performed on the job.
- Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the establishment concerning work schedules, absences, and other regulations.	Accept and follow policies of the establishment.	Typical policies and procedures of businesses and "Y's"
3. Accept instruction and guidance from supervisory personnel.	Importance of following policies and procedures in a particular establishment	Need for flexibility in performance of duties as a physical fitness assistant

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
4. Work as a member of the team rotating job responsibilities as outlined by supervisory personnel.	Assist other employees.	Importance of willingness to accept and carry out various assigned tasks
5. Assist other employees when necessary.	Answer telephone following prescribed procedure.	Necessity of working cooperatively with other employees
6. Answer telephone and perform clerical duties when necessary.	Perform clerical duties assigned to a physical fitness assistant.	Telephone etiquette Necessity for accuracy in recording information resulting from telephone conversation
7. Greet and assist members in a pleasant and efficient way.	Establish rapport with others.	Importance of neatness and accuracy in performing clerical duties
8. Work in an efficient manner.	Assist members.	Procedures for enrolling members Daily inventory of membership Importance of first impressions Public relations
	Leave a good impression with members.	Procedures for assisting members Importance of positive member contacts
	Perform tasks in an efficient manner.	Efficient work methods suitable for a physical fitness establishment
	Maintain clean and orderly facilities.	Importance of cleanliness in the physical fitness facility

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COURSE UNIT III

PERSONAL ANALYSIS

OBJECTIVES:

- Analyze members' weight and figure problems.
- Describe procedures for weighing and measuring members.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Assist with personal analysis of members.	Follow procedures of establishment in conducting personal analysis of members.	Desirable weight for height and frame size Body proportions for men and women Causes and dangers of obesity, underweight, and being unfit Importance of physician's approval before beginning diet or exercise program
10. Weigh and measure members.		Procedures for taking weight and body measurements

COURSE UNIT IV  
FOOD FOR FITNESS

OBJECTIVES: Demonstrate ability to plan diets for weight reduction, gain, or maintenance.

Plan attractive and nutritious menus.

Compute the number of calories consumed in a day.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
11. Help plan diets for members.	Observe nutritional needs in planning diets to aid member in weight reduction, gain, or maintenance.	Nutritional needs Calorie needs Food fads and fallacies Diet terminology
12. Plan menus and develop recipes for members.	Observe principles of menu planning. Follow acceptable procedures for testing recipes.	Diet planning for weight reduction, gain, or maintenance Menu planning Food preparation techniques
13. Tabulate calories.		Principles of cookery Principles for testing recipes Using calorie charts Calculating calories consumed

COURSE UNIT V  
EXERCISE FOR FITNESS

OBJECTIVES:

- Propose exercises for specific purposes.
- Describe procedures for performing exercises and safely using exercise equipment and machines.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Help develop exercise programs for members.	Follow procedures of establishment in developing exercise program for members.	Importance of exercise for good posture and figure control Exercise for specific needs Personal exercise chart
15. Use exercise terminology correctly.	Use proper terminology in describing exercises.	Terms related to movements of body or parts of body
16. Direct exercise routines for members.	Explain how to perform exercises and use of exercise equipment.	Quantity of exercises advisable Kinds of exercises Warm-up activities Starting positions Exercise equipment Performing exercises Importance of performing exercises properly Exercise games

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Safety in performing exercises</p> <p>Harmful exercises:</p> <ul style="list-style-type: none"> <li>Straight-legged sit-ups (unless the person has a flat back)</li> <li>Two-legged straight leg lifts</li> <li>Standing bouncing exercises</li> <li>Exercises which tend to hyperextend the back to a marked degree</li> <li>Deep knee bends where heels come off the floor</li> </ul> <p>Evaluate exercises.</p>		<p>Determining part of body exercised</p> <p>Determining level of difficulty of exercise</p> <p>Determining whether exercise could be harmful</p> <p>Types of exercise machines</p> <p>Purposes of exercise machines</p> <p>Use of exercise machines</p> <p>Safety in using exercise machines</p> <p>Use of steam cabinet, sauna, whirlpool</p> <p>Safety in use of steam cabinet, sauna, whirlpool, showers</p>

17. Demonstrate and supervise use of exercise machines used at establishment.
18. Supervise use of steam cabinet, sauna, whirlpool, showers, and swimming pool.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
Save a drowning person.	Pool exercises Swimming pool safety Life saving	

COURSE UNIT VI  
POISE AND BODY MECHANICS

OBJECTIVES:

- 1. Describe body poise for specific situations.
- 2. Explain body mechanics for specific tasks.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Assist members in developing body poise.	Demonstrate basic body alignment.  Show poise suitable for specific situations.	Basic body alignment  Body poise in specific situations
20. Aid members in improving body mechanics.	Demonstrate basic body mechanics.  Suggest ways member can improve own body mechanics.	Body mechanics for bending, stooping, reaching, pushing, and pulling  Importance of tact in making suggestions

COURSE UNIT VII

SAFETY AND FIRST AID

OBJECTIVES:

- 1. Recognize importance of observing safety practices and being alert to hazards.
- 2. Identify proper first aid practices and know limits of aid which can be administered.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
21. Help maintain safe facilities.	<p>Recognize causes of accidents and ways to prevent them.</p> <p>Encourage safety habits in exercising and using equipment.</p> <p>Observe safe procedures.</p>	<p>Causes of accidents and injuries</p> <p>Safety precautions to be employed in exercise and use of equipment</p> <p>Importance of observing safe procedures</p>
22. Use safe procedures.		<p>Appropriate methods to use for lifting and carrying objects</p>
23. Enforce safety rules of the establishment.	<p>Encourage members to observe rules for exercise and use of equipment.</p>	<p>Importance of rules in preventing accidents</p>
24. Stay alert to situations involving hazards to members' safety.	<p>Observe and remove sources of danger.</p>	<p>Procedures for enforcing safety rules</p>
		<p>Importance of foreseeing and avoiding hazardous situations</p>
		<p>Need to inform director of the establishment of problems, such as equipment hazards, maintenance needs</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
25. Assist in administering first aid for minor injuries.	<p>Remain calm when accidents occur.</p> <p>Apply first aid to minor injuries.</p> <p>Handle minor emergencies calmly and intelligently.</p>	<p>Procedures to follow when an accident occurs.</p> <p>Proper methods of first aid.</p>

COURSE UNIT VIII

DEMOSNTRATIONS AND LECTURES

OBJECTIVES: Relate the principles of design to demonstrations.

Plan demonstrations on physical fitness.

Plan interesting ways to present information on physical fitness.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
26. Demonstrate various aspects of physical fitness.	Plan and present informative demonstrations on diet and exercise.	Effective uses of demonstrations Procedures for planning demonstrations Setting up a demonstration Importance of own appearance and appearance of work area Demonstration techniques
27. Lecture and conduct classes on physical fitness for groups in schools and community.	Prepare lectures and conduct classes on diet and exercise.	Planning a speech or program Presenting a speech or program

COURSE UNIT IX  
LAUNDRY PROCEDURES

OBJECTIVES: Describe accepted procedures for use of laundry equipment and care of clean laundry.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
28. Sort laundry.	Decide what fabrics and colors may be laundered together.	Types of fabrics and colors which can be safely laundered together Types of soil
29. Use laundry equipment and supplies correctly.	Use laundry supplies correctly.	Effects of various laundry supplies and different water temperature on fabrics and colors Types of pre-treatment for stain removal Difference between soaps and syndets and "mild" and "heavy duty" products Purposes and use of fabric softeners and bleaches Relationship between type of detergent, water temperature, and washing time Methods of loading laundry equipment and selecting water levels, temperatures, and time Purposes of parts of dryer Procedures for using dryer

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
30. Iron and press clothes.	<p>Use an iron efficiently.</p> <p>Fold clothes and linens neatly.</p> <p>Put laundry away carefully.</p>	<p>Correct procedure for cleaning special articles</p> <p>Efficient methods of ironing</p> <p>Convenient arrangement of equipment for ironing</p> <p>Methods of folding to prevent wrinkles</p> <p>Suitable storage of clean clothes and linens</p>
31. Fold and store clean clothes and linens.		

COURSE UNIT X  
CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining facilities.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
32. Assist in keeping facilities clean and orderly.	<p>Select appropriate supplies for dusting tables, shelves, furniture, equipment.</p> <p>Keep supplies in order for easy accessibility.</p> <p>Use a variety of cleaning and sanitizing supplies.</p>	<p>Importance of cleaning tasks and attitudes toward performing tasks</p> <p>Selection of the appropriate supplies for each cleaning task</p> <p>Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)</p> <p>Principles of motion economy</p> <p>Purpose of sanitizing restroom and showers</p>
		<p>Procedures for cleaning and sanitizing restroom and showers</p> <p>Care of exercise equipment, machines, and supplies</p> <p>Reasons for disinfecting</p> <p>Conditions affecting bacterial growth</p> <p>Types and uses of disinfectants</p>

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TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
<p>Clean different types of flooring using proper method of cleaning.</p> <p>Select and use recommended wax and methods of application according to type of floor.</p>	<p>Different types of mopping</p> <p>Procedures for dusting, mopping, and scrubbing</p> <p>Differences in types of waxes</p> <p>Procedures used for waxing floors</p> <p>Principles of motion economy</p> <p>Work simplification methods in relation to floor care</p>	<p>Major categories of flooring and acceptable methods for cleaning each type</p>

TESTER OF FOODS

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## TESTER OF FOODS JOB ANALYSIS

(Used in interviews with personnel in  
food processing plants and public health services.)

Name of Business \_\_\_\_\_ Date \_\_\_\_\_  
Person Interviewed \_\_\_\_\_ Interviewer \_\_\_\_\_

**DIRECTIONS:** Please check in the appropriate column the responsibilities you expect a student to assume when working as a food tester. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A food tester assumes numerous responsibilities collecting and testing samples of foods in such situations as food processing plants and public health services. Working under the supervision of an experienced food tester, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the plant concerning absences and other regulations.				
3. Accept instructions and guidance from supervisory personnel.				
4. Assist other employees when necessary.				
5. Work with employees in various departments in an efficient manner.				
6. Work in an efficient manner.				
7. Use food processing terminology correctly.				
8. Select and correctly use proper tools and equipment for specified food analysis tests.				
9. Handle food, beverages, equipment, and utensils in ways to prevent contamination.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10.	Use precautions necessary to avoid accidents in food testing area.			
11.	Follow appropriate emergency procedures.			
12.	Observe acceptable laboratory practices.			
13.	Collect food samples as directed.			
14.	Prepare food samples for analysis as directed.			
15.	Label and record samples as directed.			
16.	Subject samples to standardized tests.			
17.	Make elementary statistical calculations.			
18.	Record test results.			
19.	Compare test results with samples or prepared standards such as charts, graphs, and tables to verify adherence to specifications.			
20.	Report variation from standard to director of quality control.			
21.	Check and calibrate various test instruments.			
22.	Observe food laws and standards.			
23.	Wash and inspect glassware and utensils for cleanliness and spotlessness.			
24.	Clean and sanitize furniture, floors, and other surfaces in the laboratory.			

## COURSE UNIT I

### WHAT IS A FOOD TESTER?

**OBJECTIVES:**      Become aware of tasks and competencies involved in working as a tester of foods.  
                         Evaluate self in terms of personal qualities related to success as a tester of foods.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of plant.  Evaluate self in terms of ability to meet job responsibilities.	Job opportunities in the food industry [Tasks assumed by employees in food quality control]  Personal qualities and abilities needed by a successful food tester  Importance of self evaluation Criteria for successful performance of a job  Ways to use these criteria to evaluate personal progress in meeting job requirements

## COURSE UNIT II

### FOOD TESTER--MEMBER OF A TEAM

#### OBJECTIVES:

- Identify policies and procedures, which relate to the position of food tester.
- Recognize the relationship between job success and interpersonal relationships.
- Apply policies and rules of conduct to a particular job.
- Describe attitudes toward interpersonal relationships (supervisor-employee, employee-employee) which are conducive to job success.
- Apply principles of motion economy to tasks performed on the job.
- Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the plant concerning absences and other regulations.	Accept and follow policies of the plant.	Typical policies and procedures of food industry
3. Accept instructions and guidance from supervisory personnel.	Accept and follow directions and instructions from persons in authority.	Importance of following policies and procedures in a particular operation
4. Assist other employees when necessary.	Assist other employees.	Attitudes which contribute to effective supervisor-employee, employee-employee relationships
		Importance of willingness to accept and carry out various assigned tasks
		Necessity of working cooperatively with other employees

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
5. Work with employees in various departments in an efficient manner.	<ul style="list-style-type: none"> <li>Establish rapport with others.</li> <li>Develop effective working relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of first impressions</li> <li>Importance of good working relationships between departments</li> </ul>
6. Work in an efficient manner.	<ul style="list-style-type: none"> <li>Perform tasks in an efficient manner.</li> <li>Maintain clean and orderly work area.</li> </ul>	<ul style="list-style-type: none"> <li>Efficient work methods suitable for a quality control laboratory</li> <li>Importance of clean work area in laboratory work</li> </ul>

COURSE UNIT III  
FOOD PROCESSING

OBJECTIVES:

- 1. Define food processing terms.
- 2. Recognize food processing terms used in directions and tests.
- 3. Apply food processing terms correctly in work.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
7. Use food processing terminology correctly.	Use appropriate food processing terms.	Food processing terms Food analysis terms

COURSE UNIT IV

FOOD ANALYSIS INSTRUMENTS

OBJECTIVES:

- 1. Recognize the kind and function of tools and equipment used in food testing.
- 2. Outline correct procedures for use of food analysis instruments.
- 3. Select the appropriate tools and equipment for a particular test.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Select and correctly use proper tools and equipment for specified food analysis tests.	Use food analysis equipment correctly.	<p>Equipment used in food analysis</p> <p>Purposes of specific pieces of equipment</p> <p>Procedures for using food analysis equipment</p> <p>Factors related to the care of food analysis equipment</p> <p>Appropriate methods of handling equipment to avoid illness, injury, or damage</p>

COURSE UNIT V

SANITATION

**OBJECTIVES:**

- 1. Identify ways disease may be spread through careless handling of food and equipment.
- 2. Summarize the principles of sanitation which apply to the food service industry.
- 3. Recognize the necessity of appropriate housekeeping and maintenance practices.
- 4. Evaluate personal practices in relation to principles of sanitation.
- 5. Discriminate between cleaning and sanitizing and know when to use each.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Handle food, beverages, equipment, and utensils in ways to prevent contamination.	Use judgment in handling food, equipment, and supplies in a sanitary manner.	<p>Types of food-borne illnesses</p> <p>Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food</p> <p>Procedures to follow to prevent food-borne illnesses</p> <p>Necessity for the evaluation of personal habits related to cleanliness and sanitation</p> <p>Use sanitary practices.</p> <p>Sanitary procedures for handling equipment and utensils</p> <p>Difference between cleaning and sanitizing</p>

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Importance of pest control in food processing plants Common pests and their control	

COURSE UNIT VI

SAFETY

**OBJECTIVES:** Recognize the principles of safety which relate to the handling and testing of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Use precautions necessary to avoid accidents in food testing area.	Recognize hazards that may cause accidents.	Conditions which may lead to accidents Necessity of being alert to hazardous situations
11. Follow appropriate emergency procedures.	Apply safety precautions so as to prevent accidents.	Precautions to follow in the food testing area Appropriate methods to use for lifting and carrying objects

COURSE UNIT VII  
LABORATORY PROCEDURES

OBJECTIVES:

- 1. Describe general laboratory procedures.
- 2. Explain sampling techniques.
- 3. Describe records which must be kept on each sample.
- 4. Summarize procedures for preparing samples for specific food analysis tests.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Observe acceptable laboratory practices.	Use acceptable laboratory procedures.	Common procedures used in food analysis laboratories Importance of accuracy and honesty in food analysis
13. Collect food samples as directed.	Use standard procedures for collecting test samples.	Importance of standardized test procedures Importance of maintaining laboratory equipment in good condition Sampling techniques
14. Prepare food samples for analysis as directed.	Follow standard procedures for preparing samples.	Importance of random sampling Procedures for preparing samples Incubation

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Label and record samples as directed.	Label and keep accurate records on each sample.	Test orders Recording samples Assigning sample numbers

COURSE UNIT VIII  
FOOD ANALYSIS

OBJECTIVES:

- 1. Describe standardized tests used in food analysis.
- 2. Summarize specific standardized food analysis tests.
- 3. Explain the role of processing tests in quality control.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Subject samples to standardized tests.	Use standardized tests to control quality of food during processing.	<p>Physical tests: Color and gloss Consistency Size and shape Defects Texture Flavor Taste testing</p> <p>Microanalytical methods Media and reagent preparation Sample preparation Tests to identify microorganisms</p> <p>Chemical analysis</p>

COURSE UNIT IX  
DATA ANALYSIS

OBJECTIVES:

- 1. Identify symbols used in statistical problems.
- 2. Compute solutions to food analysis problems.
- 3. Analyze results of food analysis tests.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
17. Make elementary statistical calculations.	Solve statistical problems accurately.	Symbols used in statistical problems Common statistical problems used in food analysis
18. Record test results.	Record test results neatly and accurately.	Forms used for recording test results Importance of accuracy and neatness in recording test results
19. Compare test results with samples or prepared standards such as charts, graphs, and tables to verify adherence to specifications.	Check test results against samples or prepared standards.	Quality control standards Procedure for comparing test results with samples or prepared standards
20. Report variation from standard to director of quality control.	Report deviation in quality from standard.	Procedures for reporting variations to director of quality control

COURSE UNIT X  
MACHINE CALIBRATION

OBJECTIVES:

- Explain importance of accurately calibrated testing equipment.
- Describe procedures for care and calibration of specific pieces of food analysis equipment.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS	
		Care needed by food analysis equipment	Procedures for calibrating various food analysis instruments
21. Check and calibrate various test instruments.	Care for testing equipment properly.  Calibrate food analysis equipment as required.	Care needed by food analysis equipment	Importance of accuracy in calibrating testing equipment

COURSE UNIT XI  
FOOD LAWS AND STANDARDS

OBJECTIVES:

- Summarize federal, state, and local food laws.
- Describe voluntary standards for food products.
- Relate food analysis to quality control and voluntary standards.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
22. Observe food laws and standards.	Apply food laws and standards to food analysis.	<p>Federal, state, and local food laws Other mandatory standards</p> <p>Industry standards for food products</p> <p>Company standards for food products</p> <p>Role of food analysis</p> <p>Role of standards in quality control</p>

COURSE UNIT XII

LABORATORY CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining laboratory.  
Recognize necessity for keeping tools and equipment in order for easy accessibility and efficient job performance.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
23. Wash and inspect glassware and utensils for cleanliness and spotlessness.	Wash glassware and utensils using efficient, sanitary techniques and appropriate materials and equipment.	Appropriate procedures for dishwashing proper use and care of dishwashing equipment
24. Clean and sanitize furniture, floors, and other surfaces in the laboratory.	Perform housekeeping tasks assigned in an efficient and sanitary manner.	Importance of maintaining all surfaces in a sanitary manner Procedures for cleaning and sanitizing surfaces and equipment

TESTER OF TEXTILES

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## TESTER OF TEXTILES JOB ANALYSIS

(Used in interviews with textile mill or factory personnel.)

Name of Business \_\_\_\_\_

Date \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interviewer \_\_\_\_\_

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a textile tester. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A textile tester assumes numerous responsibilities collecting and testing samples of fibers, yarn, and fabric in such situations as textile mills, garment factories, and household textiles factories. Working under the supervision of an experienced textile tester, he or she performs the following functions:

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Help to evaluate own progress in meeting job responsibilities.				
2. Observe policies of the mill or factory concerning absences, and other regulations.				
3. Accept instruction and guidance from supervisory personnel.				
4. Assist other employees when necessary.				
5. Work with employees in various departments in an efficient manner.				
6. Work in an efficient manner.				
7. Use textile terminology correctly.				
8. Select and correctly use proper tools and equipment for specified textile tests.				
9. Identify qualities of various fibers, yarns, and fabrics.				

	DAILY	OCCASION-ALLY	DOES NOT APPLY	PROPOSED SCHEDULE
10.	Observe acceptable laboratory practices.			
11.	Collect fiber, sliver, roving, yarn, or fabric samples as directed.			
12.	Label and record samples as directed.			
13.	Subject fibers to standardized tests.			
14.	Perform various processing tests on sliver, roving, and yarn.			
15.	Subject yarn to standardized tests.			
16.	Subject cloth to standardized tests.			
17.	Make elementary statistical calculations.			
18.	Record test results.			
19.	Compare test results with samples or prepared standards, such as charts, graphs, and tables to verify adherence to specifications.			
20.	Report variation from standards to director of quality control.			
21.	Check and calibrate various testing instruments.			
22.	Observe textile laws and standards.			
23.	Assist in keeping laboratory clean and orderly.			

COURSE UNIT I

WHAT IS A TEXTILE TESTER?

OBJECTIVES: Become aware of tasks and competencies involved in working as a tester of textiles.  
Evaluate self in terms of personal qualities related to success as a tester of textiles.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Help to evaluate own progress in meeting job responsibilities.	Relate job responsibilities to personal qualities and to the type of mill or factory.	Job opportunities in the textile industry Tasks assumed by employees in textile testing Personal qualities and abilities needed by a successful textile tester Importance of self evaluation Criteria for successful performance of a job Ways to use these criteria to evaluate personal progress in meeting job requirements

COURSE UNIT II

TEXTILE TESTER--MEMBER OF A TEAM

OBJECTIVES:

- Identify policies and procedures which relate to the position of textile tester.
- Recognize the relationship between job success and interpersonal relationships.
- Apply policies and rules of conduct to particular job.
- Describe attitudes toward interpersonal relationships (supervisor-employee, employee-employee) which are conducive to job success.
- Apply principles of motion economy to tasks performed on the job.
- Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Observe policies of the mill or factory concerning absences, and other regulations.	Accept and follow policies of the mill or factory.	Typical policies and procedures of textile industry
3. Accept instruction and guidance from supervisory personnel.	Accept and follow directions and instructions from persons in authority.	Importance of following policies and procedures in a particular operation
4. Assist other employees when necessary.	Assist other employees.	Attitudes which contribute to effective supervisor-employee, employee-employee relationships
		Importance of willingness to accept and carry out various assigned tasks
		Necessity of working cooperatively with other employees

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
5. Work with employees in various departments in an efficient manner.	Establish rapport with others. Develop effective working relationship.  Perform tasks in an efficient manner.	Importance of first impressions Importance of good working relationships between departments  Efficient work methods suitable for a quality control laboratory
6. Work in an efficient manner.	Maintain clean and orderly work area.	Importance of clean work area in laboratory work

COURSE UNIT III  
TEXTILE TERMINOLOGY

OBJECTIVES:

- Define textile terms.
- Recognize textile terms used in directions and tests.
- Apply textile terms correctly in work.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
7. Use textile terminology correctly.	Use appropriate textile terms.	Textile terms Textile testing terms

COURSE UNIT IV

TEXTILE-TESTING INSTRUMENTS

OBJECTIVES: Recognize the kinds and functions of tools and equipment used in textile testing.

Outline correct procedures for use of textile-testing instruments.

Select the appropriate tools and equipment for a particular test.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
8. Select and correctly use proper tools and equipment for specified textile tests.	Use textile-testing equipment correctly.	Equipment used in textile testing Purposes of specific pieces of equipment Procedures for using textile-testing equipment Factors related to the care of textile-testing equipment Appropriate methods of handling equipment to avoid injury and damage

COURSE UNIT V

PERSONALITIES OF FABRICS

OBJECTIVES:      Describe characteristics of different textiles.

                    Determine fiber content using different methods.

                    Explain basic methods of fabric construction.

                    Describe fabric finishing processes and their purpose.

                    Describe the effects of textile characteristics upon selection, care, use and performance in clothing and household articles.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
9. Identify qualities of various fibers, yarns, and fabrics.	Identify fiber content of fibers, yarns, or fabrics. Recognize characteristics of various yarns and fabrics.	Fibers and their outstanding characteristics Types, characteristics, and methods of producing various yarns Fabric construction Dyeing and printing Fabric finishes

COURSE UNIT VI  
LABORATORY PROCEDURES

OBJECTIVES:

- 1. Describe general laboratory procedures.
- 2. Explain sampling techniques.
- 3. Describe records which must be kept on each sample.
- 4. Summarize procedures for preparing samples for specific textile tests.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
10. Observe acceptable laboratory practices.	Use acceptable laboratory procedures.	Common procedures used in textile-testing laboratories Importance of accuracy and honesty in textile testing
11. Collect fiber, sliver, roving, yarn, or fabric samples as directed.	Use standard procedures for collecting test samples.	Importance of standardized test procedures Importance of maintaining laboratory equipment in good condition Sampling techniques
12. Label and record samples as directed.	Label and keep accurate records on each sample.	Importance of random sampling Test orders Recording samples Assigning sample numbers

COURSE UNIT VII

FIBER ANALYSIS

OBJECTIVES:

- Describe standardized tests used in fiber analysis.
- Summarize specific standardized tests for fibers.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
13. Subject fibers to standardized tests.	Use standardized tests for fiber analysis.	<p>Fiber length tests Fiber strength tests Fiber fineness tests Non-lint content and nep potential Cotton grade</p>

COURSE UNIT VIII  
PROCESSING TESTS

OBJECTIVES: Describe processing tests, performed on sliver, roving, and yarn.

Summarize specific standardized tests for fibers.

Explain the role of processing tests in quality control.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
14. Perform various processing tests on sliver, roving, and yarn.	Use standardized tests on sliver, roving, and yarn to control quality during processing.	Processing tests Role of processing tests in quality control

COURSE UNIT IX  
YARN ANALYSIS

OBJECTIVES:      Describe standardized tests used in yarn analysis.  
                    Summarize specific standardized tests for yarn.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Subject yarn to standardized tests.	Use standardized tests for yarn analysis.	Standardized yarn tests Yarn size (number) Yarn strength Single strand test Skein test Strain gauge test Loop and knot strength Yarn evenness Yarn twist Yarn grade and appearance Moisture test Sewability test

COURSE UNIT X  
FABRIC ANALYSIS

OBJECTIVES:      Describe standardized tests used in fabric analysis.  
Summarize specific standardized tests for fabric.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
16. Subject cloth to standardized tests.	Use standardized tests for fabric analysis.	Standardized fabric tests Width Bow Weight Thickness or gauge Crimp Contraction Porosity, air permeability Stiffness and drape Strength Breaking strength and elongation Tearing strength Bursting strength Abrasion resistance

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Flexing tests
		Crease resistance and recovery
		Moisture content and regain
		Absorbency
		Water resistance and repellancy
		Shrinkage
		Color fastness
		Flammability
		Thermal resistance
		Sewability

COURSE UNIT XI  
DATA ANALYSIS

OBJECTIVES:

- Identify symbols used in statistical problems.
- Compute solutions to textile analysis problems.
- Analyze results of textile analysis tests.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
17. Make elementary statistical calculations.	Solve statistical problems accurately.	Symbols used in statistical problems Common statistical problems used in textile testing
18. Record test results.	Record test results neatly and accurately.	Forms used for recording test results Importance of accuracy and neatness in recording test results
19. Compare test results with samples or prepared standards, such as charts, graphs, and tables to verify adherence to specifications.	Check test results against samples or prepared standards.	Quality control standards Procedures for comparing test results with samples or prepared standards
20. Report variation from standards to director of quality control.	Report deviation in quality from standards.	Procedures for reporting variations to director of quality control

COURSE UNIT XII  
MACHINE CALIBRATION

**OBJECTIVES:**

- 1. Explain importance of accurately calibrated testing equipment.
- 2. Describe procedures for care and calibration of specific pieces of textile testing equipment.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
21. Check and calibrate various testing instruments.	Care for testing equipment properly.  Calibrate textile testing equipment as required.	Care needed by textile testing equipment  Procedures for calibrating various textile testing equipment  Importance of accuracy in calibrating testing equipment

COURSE UNIT XIII  
TEXTILE LAWS AND STANDARDS

OBJECTIVES: Summarize federal textile laws.

Describe voluntary standards for textile products.

Relate textile testing to quality control and voluntary standards.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
22. Observe textile laws and standards.	Apply textile laws and standards to textile testing.	Federal textile laws Wool Products Labeling Act Fur Products Labeling Act Textile Fiber Products Identification Act Flammable Fabrics Act and Amendment Standards for textile products Role of textile testing Role of standards in quality control

COURSE UNIT XIV

LABORATORY CARE AND MAINTENANCE

OBJECTIVES:

Use recommended procedures for cleaning and maintaining laboratory.

Recognize necessity for keeping tools and equipment in order for easy accessibility and efficient job performance.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
23. Assist in keeping laboratory clean and orderly.	Select appropriate supplies for dusting work tables, counters, shelves, furniture, and equipment.  Keep supplies in order for easy accessibility.	Importance of cleaning tasks and attitudes toward performing tasks Selection of the appropriate supplies for each cleaning task  Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)  Principles of motion economy  Importance of keeping work area well organized